DOCUMENT RESUME

ED 123 430 CE 007 168

TITLE	State Advisory Councils on Vocational Education 1974 Reports Overview.
INSTITUTION	National Advisory Council on Vocational Education, Washington, D.C.
PUB DATE	74
NOTE	103p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Advisory Committees; *Annual Reports; Educational Needs; Educational Planning; *State Agencies; *Vocational Education
IDENTIFIERS	SACVE; State Advisory Councils on Vocational Education

ABSTRACT

The 1974 annual reports of State Advisory Councils on Vocational Education (SACVE) begins with an 11-page overview of several issues concerning the State of vocational education as perceived by the SACVE: (1) funding, (2) disadvantaged and handicapped, (3) State plan, (4) data, (5) resource utilization, (6) relating training to manpower development and employment, (7) occupational guidance, (8) articulation and coordination, (9) local advisory groups, and (10) program. The major portion of the document (87 pages) consists of summaries of the annual reports of the States. They are presented in alphabetical order by State and cover a wide variety of topics. (EC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

OVERVIEW

1974 REPORTS

STATE ADVISORY COUNCILS ON VOCATIONAL EDUCATION

ED123430

FORWARD

The Annual Reports of the State Advisory Councils on Vocational Education have always provided the National Advisory Council on Vocational Education with the critical input of specific evaluations and recommendations which reflect the strengths, weaknesses and general status of vocational education throughout the Nation.

The 1974 Annual Reports of the State Advisory Councils have had an added significance in that the National Advisory Council was able to study the findings of each state in terms of shaping the upcoming legislation and in evaluating the impact of the controversial GAO Report of 1974.

A broad picture of the needs and concerns of the states are presented in the Overview to this report. Following the Overview are summaries of each state Report. These summaries are intended to be objective and in no way reflect any added information or staff opinion.

The National Advisory Council studies the Annual SACVE Reports as part of its mandated responsibility to be aware of the condition of vocational education across the country. Because the needs of each state are of crucial importance in the development of the legislation which effects us all, this report was submitted as part of the National Advisory Council's testimony before the House and Senate Subcommittees on Education.

John W. Thiele
Chairman

CE007183

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION WAS CREATED by The Congress through the Vocational Education Amendments of 1968. Its members, drawn from business, labor, education and the general public are appointed by The President. The Council is charged by law to advise The Commissioner of Education concerning the operation of vocational education programs, make recommendations concerning such programs, and make annual reports to The Secretary of Health, Education and Welfare for transmittal to Congress.

MEMBERS OF
THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

John W. Thiele, Chairman
Donald N. McDowell, Vice-Chairman

W. Hughes Brockbank
John H. Bustamante
Frank Cannizzaro
Preston C. Caruthers
George B. Cook
JoAnn Cullen
Marvin J. Feldman
Russell H. Graham
Caroline E. Hughes
Thomas A. Jackson
Walter K. Kerr
Louis L. Levine
Malcolm R. Lovell, Jr.
Duane R. Lund
Warren W. Means
Robert B. Pamplin, Jr.
Thomas Pauken
Roman Pucinski
Margo L. Thornley

Calvin Dellefield, Executive Director

CONTENTS

OVERVIEW		Nebraska	41
Alabama	1	Nevada	43
Alaska	2	New Hampshire	45
Arizona	3	New Jersey	46
Arkansas	5	New Mexico	48
California	6	New York	50
Colorado	8	North Carolina	52
Connecticut	9	North Dakota	54
Delaware	11	Ohio	55
District of Columbia	13	Oklahoma	57
Florida	15	Oregon	59
Georgia	17	Pennsylvania	60
Guam	18	Puerto Rico	62
Hawaii	20	Rhode Island	64
Idaho	21	American Samoa	66
Illinois	22	South Carolina	68
Indiana	24	South Dakota	70
Iowa	25	Tennessee	72
Kansas	28	Texas	74
Kentucky	29	Utah	77
Louisiana	30	Vermont	79
Maryland	32	Virginia	81
Massachusetts	34	Washington	83
Minnesota	36	West Virginia	85
Mississippi	37	Wisconsin	86
Missouri	38	Wyoming	87
Montana	40		

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION ANNUAL REPORTS

OVERVIEW

The 1974 GAO Report, "What is the Role of Federal Assistance in Vocational Education?" focused on a variety of critical issues facing American vocational education through in-depth studies of seven states (Ohio, California, Kentucky, Minnesota, Pennsylvania, Texas, and Washington). Because there has been no state-by-state breakdown of the applicability of the Report's findings, its national relevance has been the subject of frequent controversy.

The National Advisory Council on Vocational Education annually compiles the reports submitted by each State Advisory Council on Vocational Education into a meaningful synthesis of needs and recommendations in vocational education for transmittal to the U.S. Commissioner of Education. Using the spectrum of crucial issues as presented by each State, we can then conceptualize a more detailed national overview in relation to the general criticism brought out in the GAO Report.

The individual State summaries provide synopses of the status of vocational education as evaluated by each State Advisory Council. While criticisms and commendations vary from state to state, the SACVE evaluations focus on several broad problematic areas. The headings listed below correspond directly to those outlined in the GAO Report. Yet this state-by-state assessment provides an additional and more detailed perspective of the critical problems and how they are being approached.

FUNDING:

The funding issue is of concern to all States and problem areas are diverse. Generally, State and local funding exceeds the level of Federal funding. But, as many states point out, increases at the State and local levels are directly attributable to increases at the Federal level. Many State Advisory Councils assess the allocation of funds as the barometer for measuring the extent to which the State Plan is viable. For example, New Hampshire specifically relates the weaknesses and failings of the State Plan to a lack of planning and implementation funds. Pennsylvania attributes problems experienced by local districts in obtaining funds to a communications breakdown between State and local levels.

The need for funding accountability has been established by several states. Louisiana requests that a cost breakdown by objectives be included in the State Plan. Maryland recommends that the allocation of funds be reviewed to make sure they reflect State Plan priorities. Similarly, Indiana has suggested that a formula for the distribution of funds be based on measurable productivity.

The need for more funds to ensure better planning, programming, and delivery of services is universal. Although the SACVE's are capable of identifying weaknesses in statewide vocational education, additional monies must be supplemented at all levels in order to implement recommendations. Criticisms in this area are directed, not only to Federal level funding,

but also to state legislatures and to local education agencies for reviews and restructuring of funding procedures, to ensure a statewide program of vocational education which reflects the needs of the population.

DISADVANTAGED AND HANDICAPPED:

Set-aside funds were legislated with the intent of ensuring the establishment of programs to serve these special needs groups in every State. While several states have noted an increase in enrollments and program availability, the over-all picture is that the disadvantaged and handicapped are not adequately being served.

Shortcomings in this area are identified at many levels. In many states unmatched Federal funds are the sole source of these programs. Massachusetts has specifically called for a mandatory use of set-asides, and the need for increased funding. An inability to identify the populations and assess their needs has been noticed. Existing programs reflect a lack of priority as well as other weaknesses. Delaware, for example, urges the establishing of a State Plan for the Handicapped as a priority in itself. Delaware also recognizes a problem common to many states: the need for an operational definition to identify the disadvantaged population before their needs can be served. No information describing program needs for the disadvantaged and handicapped is available in California.

To increase and strengthen relevance of these programs, Pennsylvania has suggested that the handicapped and disadvantaged be used as resource consultants in setting up programs which presently do not provide an atmosphere for real work. Missouri points out the need for individualized programming and more prescriptive teaching.

In several states, a dichotomy exists between services provided for disadvantaged and handicapped populations with progress being slower for the handicapped. Nevada, New York, and Texas all point out greater deficiencies in programs and services provided to the handicapped.

The picture is not totally bleak, however. Several states report encouraging enrollments and results. Idaho, for example, reports that worthwhile programs are implemented and target groups are identified. Kansas maintains job placement and specialized programs for the handicapped.

STATE PLAN:

Criticism of the State Plan is extensive. The Plan as a viable instrument for setting forth goals and objectives which meet the needs of the people served is very much in question.

At the forefront of these concerns is the conviction that the State Plan should be a planning tool, rather than a compliance document.

Louisiana goes even further in suggesting that the Plan should be a document for delivering and administering a system throughout the State. Delaware supplements this with a concept of the State Plan as a contract for services, and not a compliance document.

Lack of information, such as demographic distribution of students, manpower needs, and job opportunities, is identified as a major hindrance in developing a meaningful Plan. Many states are distressed over the lack of guidelines and procedures for implementing goals and priorities and, in many instances, the lack of statewide priorities at all. Virginia particularly points out the gap bewteen the formulation of goals and their implementation in the classroom. Various recommendations have been submitted to solve this problem. Kansas is developing a management-by-objectives system for its State Plan. Kentucky has established a five-year plan. Massachusetts has instituted an approach to comprehensive planning through regional meetings, in an attempt to reconcile the lack of a planning system.

The absence of needs assessment as an integral part of the State Plan is a violation of the statute, and is of concern to several states. The Connecticut Council submitted a resolution with its critical approval of the Plan calling for the U.S. Commissioner of Education not to approve the State Plan because it was in violation of the law in several areas. The plan was, nevertheless, approved. Minnesota also pointed out the failure of the State Plan to incorporate needs assessment and, there-

fore, not be in fulfillment of the law.

The SACVE's have expressed the need for revision of Office of Education guidelines for State Plans and the need for enforcement of the law at the national level to ensure that State Plans become what they were legislated to do: to establish goals and priorities reflective of the needs of the people and the manpower requirements of the State. Implicit to this mandate is the efficient implementation of a workable Plan.

DATA:

The need for a comprehensive data system is addressed by all states. The deficient areas of manpower information, a follow-up system, and general availability of current data, must all be increased and integrated for effective planning and implementation of programs.

Some states are trying to work out these problems through the development of statewide management information systems. Some states are receiving supplemental data from the State Department of Employment Security. This is helpful, but it is not by any means a solution to the information gap caused by the data problems.

Across the board, the data problem is crucial to the future of effective vocational education. Local manpower needs, employment prospects, and conversion of Department of Labor Codes into Office of Education Codes are necessary to provide the proper tools for planning and maintenance of programs.

RESOURCE UTILIZATION:

The effective utilization of existing facilities is recognized by many states as essential to sound planning of vocational education programs. Proper management of these resources eliminates waste, program duplication, and overlap.

Several states have recommended means by which to ensure this type of management. Connecticut recommends a public hearing and resource study be required for each newly proposed facility, Minnesota has recommended that the State Plan include a description of resource allocation. Louisiana recognizes the need to establish a continuing system to determine facility utilization.

Effective programming is basic to efficient use of resources. Recommendations include an increased use of summer programs, flexible scheduling, night occupational training, mobile units, and utilization of facilities of parochial and proprietary schools.

The consensus among the states is that a comprehensive effort must be made for coordination to guard against unjustified new programs and facilities. Many states envision close cooperation with CETA Boards as a means by which to incorporate manpower and vocational education efforts for maximum utilization of combined resouces.

RELATING TRAINING TO MANPOWER DEVELOPMENT AND EMPLOYMENT:

Placement services are needed as an integral part of all vocational schools. Presently, secondary schools provide little, if any, placement assistance for students. Frequently, a secondary student will be placed in a job as a result of an individual instructor, or on the job contact made through cooperative education experience. Postsecondary schools, however, offer much more formalized placement services since many postsecondary schools see their primary obligation to be student placement

An increased effort is underway to establish more formal liaisons between vocational education and business and industry. New York, for example, has created positions for six industry-education coordinators. Missouri has recommended that a position be created for an individual to promote new industry and establish new programs based on these emerging employment opportunities.

While states are identifying a need to coordinate vocational education with the training needs of business and industry, the data problem precludes an immediate solution. Meeting labor's needs through planned curricula and programming based upon employment opportunity can only be accomplished with adequate input from comprehensive data systems.

OCCUPATIONAL GUIDANCE:

The need for a reorientation of guidance and counseling personnel has generally been recognized. States acknowledge that a primary area for

concentration is in revising programs and criteria for certification at the colleges and universities which train guidance counselors. For those already out in the field, many states have conducted in-service workshops and conferences in an attempt to upgrade the vocational knowledge of these professionals.

Other concepts have been introduced for reorienting guidance counselors to the world of work. Area career guidance centers have been established in California. Florida has introduced the "occupational specialist" program, whereby an individual of age 20 years or older, having been gainfully employed for at least 24 months, and capable of relating to young people, is used in a counseling capacity.

Across the country, the states are addressing this great need to infuse the traditionally academically-oriented guidance profession with a familiarity with vocational education, and a capability to introduce students to those career goals so often overlooked in favor of academic priorities.

ARTICULATION AND COORDINATION:

Emphasis has been placed in two general areas: articulation between postsecondary and secondary, and coordination among agencies. Improved articulation will facilitate planning and aid in the efforts to eliminate program duplication. Articulation will also enable long-range planning to best serve the needs of communities.

Coordination is needed between manpower and education agencies, as well as those agencies involved in financing and administering vocational education. The conservation of resources for efficient planning is dependent upon a cooperative effort to assimilate the common goals of vocational education and related agencies, such as CETA Boards and 1202 Commissions. Several states have designated a State Coordinating Commission to oversee these efforts.

LOCAL ADVISORY GROUPS:

Local advisory groups of experienced trade people from various sectors of the manpower community have been effectively organized. These groups, which are involved in curriculum and program review in area vocational schools, provide important input regarding the needs of industry, business, and employment standards within the community.

Local advisory groups have been evaluated as generally successful, with potential for having even more value in vocational education planning and program development. In order to facilitate the more effective operation of these groups, several state councils (for example, New York and Pennsylvania) have established dialogue with them through organized conferences. Some states have recommended the development of a manual and other instructive guidelines so that local advisory groups can develop their potential as integral parts of vocational education more fully.

PROGRAM:

A consensus that flexible programming will provide more services and training opportunities is prevelant among the states. An open-entry-open-exit policy, especially at the postsecondary level, has been frequently suggested.

Recommendations for program reevaluation focus on several areas. Curricula need to be broadened and improved. Efforts are underway to integrate vocational education and academic education. Goergia, for example, has urged that students be required to take at least one Carnegie unit of vocational education prior to graduation. Standardization of programs and courses is of concern, so that students might have the flexibility of transferring credits from postsecondary schools to all institutions of higher learning.

Many states have conducted studies to ascertain the relative value of programs, what populations specific programs are reaching, and what areas of potential employment opportunity are deficient in program development. As the data from these studies are incorporated into vocational education planning, programs reflect a greater ability to serve community and student needs.

April 4, 1975

ALABAMA

The Council noted that the evaluation of the State Plan's goals and objectives is dependent upon the availability of current demographic information about students and current manpower demand and supply information. This type of data is not readily available. There has been some degree of improvement in manpower demand and supply information but there is little evidence to ascertain its significance in establishing goals at either the state or local level. Student population and financial resources available are the primary bases for vocational education objectives.

This year's Council recommendations included the following:

The State Board of Education should establish a procedure for funding new instructional programs in the technical colleges and institutes separate and apart from the current funding allocation formula for the maintenance and operation of existing instructional programs.

The State Legislature should provide capital outlay matching funds to local boards of education for renovating and equipping idle school facilities not currently being used for vocational education purposes.

The State Legislature should provide the State Board of Education with a special appropriation for funding workshops in vocational counseling for employed school guidance counselors.

All local boards of education should assume the responsibility for establishing adult vocational education programs to train, retrain and upgrade the state's work force.

Local boards of education should assign at least one professional person to full-time duty as a vocational counseling and placement coordinator.

In regard to the extent to which education institutions assisted in job placement for graduates, the Council observed that

> ". . . surveys usually indicate that approximately 12% of the vocational students returning questionnaires receive their first job through school placement activities. A survey of high schools in 1973 revealed that of the 65% returning questionnaires, only 16% were conducting any type job placement services for recent graduates."

ALASKA

Believing it was necessary to search for the common elements of an effective guidance and counseling program, and to implement changes that will better assist students in making valid educational and occupational choices, the Alaska State Advisory Council completed an extensive study of guidance and counseling programs in selected secondary schools. The study was an empirical investigation of attitudes and expectations of parents, students, and teachers concerning guidance and counseling activities. Individual questionnaires were developed for each respondent group, and distributed with stamped, self-addressed return envelopes.

The data collected in the study show that both students and parents are dissatisfied with the guidance and counseling programs available in the selected schools. While urban youth tend to have a more positive attitude toward the counseling programs, both parents and students believe the programs lack sufficient career and vocational guidance components.

Parents' responses indicate a belief that local community resources are not adequately utilized in the guidance and counseling programs. The Council recommends that community resources useful in the career and vocational decision-making process should be made an integral part of the schools' instructional and guidance program. The Council also believes that, since a high percentage of the students are employed part-time, efforts should be made to integrate this work experience into the students' high school activities. 2

The study revealed that disadvantaged youth have significantly lower level aspirations than youth not so classified. The Council believes that this factor must be taken into consideration in the development of guidance programs for these youth.

Among the Council's recommendations for the improvement of the guidance and counseling programs are the following:

Classroom instructional activities and guidance and counseling programs should be integrated into a comprehensive approach to career exploration and the decision-making process.

School policies and graduation requirements should be examined in the light of students' vocational needs.

Guidance and counseling programs should make specific plans to integrate the students' parents in career and vocational development activities and the decision-making process.

ARIZONA

The Arizona State Advisory Board's Annual Report included a great deal of statistical information regarding enrollment breakdowns, rates of increase in enrollment, financial support, and attendance averages. This data was presented in charts falling under the following headings:

State Vocational Enrollment Totals By Service Areas
Secondary Vocational Enrollment Totals By Service Areas
Post Secondary Vocational Enrollment Totals By Service Areas
Adult Vocational Enrollment Totals By Service Area
Average Daily High School Attendance
Secondary Enrollment (grades 9 through 12)) Rate of
Total Enrollment (Secondary, Post-Secondary, and Adult)) Increase
Financial Support: Federal, State, Local, Total
Financial Support for Vocational Education
Enrollment in Vocational Education

Arizona students who completed Vocational Education programs in 1972-73 were mailed a follow-up questionnaire administered by the Research Coordinating Unit of the Division of Vocational Education via local school districts. The responses to the survey indicated that 92% of the graduates were satisfied with their training; 94% indicated they would recommend their training program to others. Almost unanimously, former students asked for more on-the-job experience, more qualified teachers, more up-to-date equipment, materials and tools, more placement and more counseling. 3

Action taken on last year's State Advisory Board's recommendations included the following:

A request for a Department of Labor grant to develop an occupational information system that will assist in identifying need form a labor market standpoint.

The establishment of cooperative arrangements with the Department of Economic Security employment offices with the Special Needs Project at several vocational high schools and centers. Such arrangements are encouraged through the identification of the placement function in the entitlement project application.

Monitoring by the Division of Career and Vocational Education of all funded programs at least once annually. The Division also conducts program assessments by district personnel followed by a team assessment conducted by state staff.

This year's recommendations include:

Additional funds, both at the Federal and State levels should be made available to enable Vocational Education to meet the rising demands of students for programs and qualified teachers.

An additional public hearing with input from business, labor, government, school administrators, and students should be scheduled in the development of the State Plan.

Duplication of Vocational Education programs, facilities and personnel should be eliminated. Manpower programs that involve duplication of facilities, personnel, and programs should be phased out and the programs and students assimilated into the educational system. Perpetuation of unneeded or obsolete programs also should be avoided.

Schools should address themselves to placement in cooperation with the Department of Economic Security through local employment offices.

This year's Annual Report also addressed itself to an assessment of the use being made of C,D, and I funds. The problem of funding of low enrollment programs (class enrollment of under ten) was reviewed, as well as the effect limited funds are having on the number of qualified Vocational Education teachers.

The critical need for qualified counselors was met through two in-service workshops conducted on a year-long basis in 1974. The program involved 54 counselors and has the potential involvement of all teachers. A summer session was conducted by Arizona State University aimed at a program of visitation to business and industrial enterprises. The product of this program was a publication of occupational information related to the employment situations observed.

A final section of the report reflected the Fiscal Year Statistics for Private-Proprietary Institutions. Annual inspections and reports by the Arizona State Board of Private Technical and Business Schools indicated, in general, a substantial increase in enrollments and job placement.

ARKANSAS

The Arkansas State Advisory Council discusses quite candidly its grave concerns with the shortcomings within the state's educational system. This year's annual report points out that more than 45% of the students entering the first grade in the fall on 1961 failed to graduate 12 years later.

The Council cites the educational system for lagging behind technological advances and failing to adapt to changing economic and social conditions. The system is developing two groups of unemployables--"the dropouts" who have too little education and training for most of the jobs in the economy and the "educated unemployed" whose knowledge and skills do not meet today's job requirements. Only 9% of Arkansas' employed work force had four or more years of college in 1970 and 34% of this total were teachers.

Stressing accountability, the Council recommends the need for more comprehensive high schools. The following problems are pointed out:

> The designed capacity of most State area vocational schools limit the number of people who can attend and limits participation by secondary students. This also inhibits their ability to provide a significant number of occupational training options.
>
> A lack of occupational instruction at night at most schools precludes involvement by many people needing such training.

5

Counseling services are also evaluated as problematic. Most students are not given adequate occupational information and career guidance. Most counselors are academically oriented and continue to emphasize college preparation without understanding the relationship between vocational and academic education. Furthermore, counseling inadequacies also lie with teachers who do not relate their individual discipline to its application or usefulness to students after they graduate from school. It was also found that, while students are receptive to participation in vocational programs, they know very little about programs that are, or could be of such importance to them.

In evaluating the need for responsive planning, the Council made the following recommendations:

> The State Board set aside sufficient funds to initiate a plan for vocational education which is based on the needs of all citizens. This plan should concentrate on developing and/or making necessary changes in the system to guarantee every child an opportunity to participate in a program of his choice. This choice should be the student's--not by default that of the system.
>
> The State Board request the State Board of Higher Education to direct the Department of Higher Education to work with the State Department of Education to develop a plan for a revitalized educational system beginning in kindergarten and extending throughout the educational system. This plan should be based on the educational needs of the people, demographic characteristics and labor market demands.

CALIFORNIA

The California Advisory Council's Fifth Annual Report begins with a comprehensive overview and description of vocational education in the state. A brief description of many programs, innovations, and other services in areas such as Communications and Media, Career Centers, Individualized Instruction, Cooperative Work Experience Education, Counseling and Guidance Services, and many others reflect the diversity of the State's vocational education programs.

Council "Comments and Observations" focus on the provisions of the State's Education Code 7504 which suggests that all Californians should have equal educational opportunities to gain employability skills whenever they need them. The Code guarantees ". . . that every student leaving school shall have the opportunity to be prepared to enter the world of work; that every student who graduates from any state-supported educational institution should have sufficient marketable skills for legitimate remunerative employment."

The Council especially notes that there are presently no statewide goals and priorities concerning education and training for employment and that the California State Plan for Vocational Education does not contain representative statewide priorities, goals and objectives. Through its concern for establishing priorities based on employability, the Council urges state agencies to develop and integrate more viable goals such as those:

Which reflect the training and placement needs of all individuals who are or will be seeking a gainful employment in a field of their choosing. 6

Which provide standards for quality of instruction in vocational education and implement the provisions of Education Code Section 7504.

Which reflect an ever-changing set of statewide priorities, goals and objectives.

The Council has continuously supported all efforts to provide students with full awareness of, orientation to, and preparation for future careers. The Annual Report reaffirms the Council's beliefs that Career Education should incorporate the following:

A lifetime guarantee that all persons have an opportunity to understand and prepare for careers through the lifelong learning process.

A total educational responsibility that requires cooperation among practitioners in all disciplines and subject areas.

A high degree of communication and articulation among educational institutions with ample provisions made in this process for flexibility focusing on individual needs.

Total community involvement with business and labor.

Career Guidance.

Two independent evaluations of area vocational planning were conducted in 1973 by the Advisory Council and by the Legislative Analyst, State of California. Analyses and responses to both of these reports by the state vocational staff are included in the Annual Report. The staff's overall assessment of these reports concluded that:

> Neither report addresses the basic issue of whether there is a real need for mandated planning.
>
> Unnecessary duplication exists, yet no evidence is provided in either report to document the charge.

Recommendations based on staff evaluations are included.

7

COLORADO

The Colorado Council focused its activities this year on reviewing Vocational Guidance and Counseling, facilities utilization and school shop safety.

A number of meetings were held concerning the quality of Vocational counseling. Through the involvement of school administrators, guidance and job development specialists, counselors, and others a position paper was prepared and submitted by the Council as an interim report to the State Board for Community Colleges and Occupational Education. Included in the Council's recommendations were:

> Competencies in Vocational-Technical Education and Career Education of currently employed counselors should be upgraded by the State Board of Education through recertification requirements involving in-service education, cooperative programs with business/industry/labor and work experience.
>
> Counseling roles should be defined in such a way that the full impact of the services are directed to guidance, counseling and placement activities.
>
> Business/industry/labor should be encouraged to participate in guidance programs by providing career information and job opportunity information, part-time employment for counselors and work-study for students.

The Council urged educational agencies involved to continue the practice of maximum utilization of facilities. Full utilization of secondary and post secondary facilities were evaluated as most beneficial to students.

In stressing its concern with safety standards, the Council recommended the coordination of involved agencies to develop information, training and action programs to insure compliance and maintenance of all safety standards.

CONNECTICUT

Based on findings presented in this year's report, the Connecticut State Advisory Council asserts that the Department of Education has been critically lacking in its implementation of the provisions of the Vocational Education Amendments of 1968. The Department lacks an administrative and managerial system essential to the delivery of vocational education in the manner intended by P.O. 90-576. The data essential to planning is unavailable or inadequate because of lack of a modern computer-based information system A lack o input makes ongoing assessment of manpower needs impossible. There is no systematic planning on either a short-term or long-term basis providing for the targeting of federal funds to geographical areas, institutions or to persons in greatest need. The Council concludes that the Department lacks an articulated policy with a clear sense of direction.

The Council bases its serious criticisms of the State Plan and the Department of Education in part on the following findings:

> The Department is wanting in its planning capability basic to providing needed services to a major segment of Connecticut citizens.
>
> A systematic assessment both of long-term manpower needs, based on projected job opportunities, and of present job opportunities is generally missing. The assessment that is done is based on faulty reporting and incomplete information, which fails to take into account availability of trained labor and manpower needs.
>
> Funds have not been used in a manner that will most efficiently deliver high quality vocational education programs to an increasing number of participants in accordance with the intent of Congress.
>
> Federal funds, designated by law for the support of vocational education programs, are transferred to the state's general fund, in violation of federal statutes and regulations, state statutes and the State Plan. For Fiscal Year 1974, $460,000 was thus transferred.
>
> The Department has failed to give high priority to programs for the disadvantaged and handicapped, as provided by law and as pointed out by the Council in the 1972 report.

A major portion of this year's report is devoted to a commentary on the status of the State Plan which was submitted to the U.S. Office of Education. In its critical certification of the Plan, the Council included the following statement:

> ". . . the document which is now being submitted to the U.S. Office of Education is not the version approved by the State Board. The Council observed changes from the State Board-approved document which raises considerable concern. . ."

Among the changes incorporated into a revised plan submitted to the U.S. Office

of Education and not approved by the Council were:

--the diversion of money that resulted in cutting from 5/7 to 3/7 the funds that had been allocated for the support of programs for the disadvantaged and handicapped.

--$100,000 in carry-over funds originally allocated for industrial arts and LEA programs was eliminated from their support. Yet $95,000, for equipment for 8 state-operated vocational technical schools, serving less than 5 percent of the secondary school age range of the people in the state and appearing to violate the Federal statutes in their entrance requirements which restrict handicapped and disadvantaged, was allocated.

The Council requested that the U.S. Commissioner of Education, in view of these and other apparent violations of federal statutes, not approve the plan. Nevertheless, the plan was approved.

Among the recommendations based on Council findings and evaluations are included:

That the Department of Vocational Education institute an administrative management and planning system that will assure that federal funds are directed to priority needs and programs--both as to geographic and community and personal needs.

Manpower data be developed in a form usable for short- and long-term vocational education planning and for evaluation so that sound effective programs can be developed that will meet those needs.

Measurements and controls for the allocation of federal funds be instituted that are in accord with acceptable accounting procedures.

When a new program or facility is being contemplated, a full public hearing shall be held and a resources study developed to determine existing resources both in the private and public sector that could be utilized, thus conserving scarce capital and operation resources.

DELAWARE

The State Advisory Council interprets the Delaware State Plan as a contract between the State and the federal government. Included in this contract are other state agencies as well as the Department of Public Instruction. From this interpretation comes the following recommendation:

> That the State Plan for Vocational Education be considered a contract by those responsible for its content and implementation in the State rather than a compliance document with the federal government.

A major concern of the Council is that vocational education address itself to the needs of the economy and working environment of the nation and the state. Priority attention should be given to Vocational Education for the Consumer by providing the leadership in showing the consumer how to produce and preserve more of our resources. Included in its suggested objectives are:

> The vocational Home Economists can provide the instruction that will enable consumers to provide time utility to food by preserving it from time of plenty to time of scarcity.
>
> The vocational Trade and Industrial educators can provide training in the construction, maintenance and repair of living quarters, appliances and transportation vehicles that could greatly reduce family expenditures.
>
> The vocational Business and Distributive educators can provide the training necessary to enable consumers to better invest their dollars, choose products more economically, sell products that they do not need to others who can use them and, in general, budget, spend and save more efficiently.

The Council stressed the need for articulation among the various agencies in order to conserve resources and realize the potential strength and productivity of joint effort and cooperation. The advent of CETA is cited as a unique opportunity for the community to assess its manpower resources and employment opportunities, design and implement programs and truly serve the people.

Included among this year's recommendations are:

> That all state agencies that may be identified as able to provide necessary services continue to give priority attention to the development of the occupational information system which has been proposed.
>
> That the Department of Public Instruction re-emphasize its priority upon the development of the State Plan for Vocational Education of the Handicapped by establishing a definitive but feasible time frame for its completion, and the creation of a supervisory position with the Vocational Education Division requiring expertise in industrial and vocational occupations with major expertise in the field of special education.

That the Governor, in his budget request, include the resources to provide one Career Guidance, Placement and Follow-Up Counselor for each 500 secondary students in the state and that the General Assembly enact the necessary legislation to implement the program.

12

DISTRICT OF COLUMBIA

At present the District of Columbia is involved in a five-year plan for the phasing out of full-time secondary vocational students, and increasing the number of part-time students. Concomitantly, development of centers around certain career clusters is being initiated for the teaching of immediate job-entry skills, and also as background for continued work at the postsecondary level. Career clusters will be built around communications and media, manufacturing and service, transportation and construction, health careers, hospitality and advanced business, office operations, and personal services. This process has already begun, notably with the Lemuel Penn Center, for communications and media, which appears to be an outstanding success.

The five-year plan is reflected in the State Plan, which in recent years has shown improvement, but there is room for a great deal more. The stated goals of the Plan will probably have less impact on vocational education than the foundations which are being laid in the career development programs.

Financial resources for the vocational education program come primarily from the District ($4,637, 632) with $1,736,332 being contributed by the Federal Government. These resources have funded good programs, but their efficacy could be increased by better coordination. A comprehensive plan which systematically integrates career development into public education at all levels is needed. 13

At present there is no mechanism for coordination of planning between the secondary, postsecondary, and adult levels. A survey of programs and a school-system-wide coordinated public information system are recommended.

Also needed is a comprehensive system for obtaining data on the labor market. There has been some attempt to secure such data. An analysis of the D.C. Metropolitan Job Bank by the Mayor's Manpower Planning Staff projected thirty of the highest demand occupations, and developed profiles of educational and experience requirements, starting salary levels, and whether employers are willing to train new employees. The Office of Career Development Programs is working with the D.C. Department of Manpower, the Bureau of Labor Statistics, and the staff of the Manpower Planning Council to obtain better data for manpower planning. Suggestions for improvement include a survey of employers in the area, and a closer working relationship with local suburban manpower planners.

In the area of programs for the disadvantaged, there are indications that efforts to reach all specifically enrolled in vocational education are successful; however, there are not enough remedial math and reading teachers. Programs for the handicapped place too little emphasis on vocational education, and the facilities are very old and limited.

Relation of training to employment has been reflected in several programs:

* Interdisciplinary Cooperative Education Program
* Cooperative Work-Study Programs
* Widening Horizons (a program funded by Title I and Department of Labor funds for 7th and 9th graders, which aims at exposure to the world of work)
* Development of the model Lemuel Penn Center for Communications and Media

These programs were developed with industry's input. The Interdisciplinary Cooperative Education Program placed 557 of its 675 participants at an average of $2.38 per hour. Further placements were made by the Career Counseling and Placement Unit, which provided counseling services through group sessions to all 9th graders, and placement services to senior high and Neighborhood Youth Corps students.

FLORIDA

"How much progress was made in planning for the job placement and follow-up services mandated by the 1973 Florida Legislature?" was an Item of Inquiry posed by the State Advisory Council in its evaluation. This legislation mandated the relationship between school placement and follow-up services by requiring that each district school board and community college establish and maintain job placement and follow-up services for all students graduating or leaving the public school system, including area vocational centers.

Progress in this area has included the development of guidelines for school districts requiring that each school board adopt a district-wide plan for provision of placement services. This plan was to be adopted prior to September 1, 1974 and a person in each district was to be identified who would be responsible for development, coordination, implementation and evaluation of the district's placement plan. Similarly, prior to September 1, 1975 a district-wide plan for follow-up is to be adopted and an individual identified to be responsible for corresponding duties relating to follow-up.

The Florida legislature also passed a law in 1970 allowing persons designated as occupational specialists to be used in counseling positions in a school district. The qualifications required to be an occupational specialist were to be:

-at least twenty years old
-have been gainfully employed at least 24 months as a full-time employee, or its equivalent in part-time employment
-to be able to relate to young people

Because of the success of this program as determined by several indepth evaluations, the Council makes the following recommendations:

The occupational specialist program should be continued and funding maintained.

The feasibility of expanding the occupational specialist program to the community college level should be studied.

The Department of Commerce and the Florida Department of Education began work in 1973-74 on a joint project the purpose of which is to design and implement a system to be called the Occupational Information Delivery System (OIDS). This system will provide both supply and demand data by industry for approximately 2,000 occupations in the state and the ten Department of Administration Planning Areas. While no data is presently available to vocational program planners, planning data on approximately 400 occupations is expected to be available early this year. The system will be annually updated to provide accurate data on labor force demand and training program supply.

This year's evaluation also noted that the close working relationship between the Division of Vocational Education, the Bureau of Exceptional Student Programs and the Division of Vocational Rehabilitation resulted in an expanded capacity to provide vocational training opportunities to handicapped persons.

GEORGIA

A series of conferences were conducted by the Council early in the year involving educators and administrators in vocational education. The purpose of these conferences was to provide a forum for participants to air their views and to summarize and interpret views and opinions regarding vocational education in Georgia. Conference discussions centered around the following topics:

Lack of Communication
Function of the State
Vocational and Academic Curriculum
Teacher Responsibilities
Teacher Training
Articulation of Secondary and Postsecondary Curriculum
The Role of the School Guidance Counselor

An Adult Programs Study was conducted to assess program effectiveness of Adult Education programs within the Area Vocational-Technical Schools. A special Adult Education Committee developed an information-gathering instrument to be administered in each of the twenty-five Area Vocational Technical Schools. Coordinators of Adult programs were asked a series of questions related to programming, students, instructional and support staff, and areas of special concern.

From this study, the Council has determined that the three program areas of greatest potential value to adult students and the local communities appear to be the extended day programs, the Consumer Education Community Service programs, and the off-campus industrial and Distributive Education programs. The areas of greatest administrative deficiency seem to be data collection, cooperative programming, and alternative funding sources.

17

The Report on Comprehensive and Non-Comprehensive High Schools was prepared under the supervision of a committee of the Council established to compare comprehensive high schools with schools designated to become comprehensive high schools in the future. The overall results of the on-site reviews conducted for this study demonstrated a significant advantage of comprehensive high schools over non-comprehensive high schools.

Recommendations resulting from these studies and other evaluations by the Council during the year include:

That the State Board of Education should adopt a policy requiring all students to have at least one Carnegie Unit of occupational/vocational education as a requisite for graduation from high school.

That the Board of Education should continue to assign a high priority to the use of capital outlay funds and financial support for staff development activities in the comprehensive high schools.

That the State Board of Education should adopt standards for all vocational schools and hold local school systems accountable for educational programs and course instruction.

GUAM

One of the goals, as stated in the State Plan, was to adapt seven vocational programs for handicapped students. Only two programs were conducted in FY 74 because there was a lack of local matching funds and physical facilities. Another goal was to increase the number of disadvantaged youth served by vocational education programs. There was an increase in enrollments of 41 percent.

Coordination of training opportunities among agencies has not been attempted on a systematic basis, but since all vocational programs, including career education, are administered by the Division of Vocational Education, coordination among vocational educational agencies is relatively good. Efficiency could be improved if there were more coordination of space and program needs between the vocational division and special needs in academic high schools.

Data needs were served by:

> A 1973 Bureau of Labor Statistics survey of private and public employers to ascertain labor's projected needs and training level requirements for entry-level positions; and
>
> A Career Interest Survey of public secondary students.

The survey of employers needs further verification. The information provided is limited, and there have been no plans for keeping it current. Further, there has been no survey of recent graduates.

Many of the projected needs of the Department of Labor are not being met, and there are many areas of interest which are not being addressed by vocational programs. Some coordination between industry and training is provided by the coordinators of the vocational-technical school, who work very closely with various industries to secure training stations for their students. Vocational counseling remains inadequate, and although the Department of Labor has provided good support services for the placement of graduates, there is no formal placement program.

Among the recommendations made by the Council are the following:

> Special crafts committees be used to assist vocational administrators and teachers in preparation of relevant programs and curriculum;
>
> A comprehensive manpower study be completed to include manpower needs by classification and training and educational level;

A facility study be completed for long-range planning at all levels of vocational education;

Adequate records of placement and follow-up be maintained on those who complete a vocational education program.

19

HAWAII

Among the goals for the Master Plan for Vocational Education which focuses on the effectiveness of vocational education in Hawaii in meeting the needs of the people are:

To provide quality vocational education to meet the vocational aspirations of the individual while being compatible with employment opportunities and the needs of a rapidly changing economy and new technologies.

To accommodate all youth and adults who seek vocational education in order to become productive members of society or to upgrade their occupational competencies or to learn new skills.

To provide administrative leadership, direction and coordination for the total vocational education effort in the State.

To provide and maintain an effective system of management for vocational education in the State.

To provide vocational skills and understanding necessary for entrance into postsecondary vocational education programs or to obtain employment at entry levels to the individual who requires special services.

Council recommendations were formulated based on these objectives. Included in these recommendations are:

The State Board for Vocational Education should actively support increases in State funding for vocational education during the upcoming legislative session.

The State Board for Vocational Education should re-examine the cooperative agreement between the State Director for Vocational Education and the College of Education to more effectively use federal funds for teacher training in vocational education.

The State Board for Vocational Education, acting as the Board of Regents, should re-examine its policies relating to postsecondary vocational education programs and curriculum development to achieve greater flexibility and responsiveness to community needs.

The State Board for Vocational Education should review the present administrative relationship between the Office of the State Director for Vocational Education and the Manpower Training Office in order to provide greater coordination between vocational training programs and a unified office for Statewide vocational education planning.

IDAHO

The Idaho State Advisory Council assesses several critical areas in vocational education as they serve the people and their needs. The Council notes a tremendous improvement in the availability of data, particularly pertaining to job opportunities and manpower needs, which has been made available from a variety of sources.

The implementation of worthwhile programs to meet the needs of the disadvantaged, adult, handicapped, and other population groups, is attributed to the State Board of Education.

In addition to steady growth in program offerings at the postsecondary level, most postsecondary programs have adopted the open-entry open-exit system whereby new enrollees are accepted a number of times during the year and leave when they attain the proficiency required to be a competent worker in the particular area of training.

This year's Council recommendations include:

That the State Board of Education seek legislative approval of an expanded vocational education budget with strong emphasis on career development.

That the State Board of Education request an emergency vocational training fund of $100,000 from the Idaho State Legislature.

The immediate initiation of a public information project using the mass media as a vehicle for improving the image of vocational-technical education.

An annual joint meeting between the State Board of Education and the Advisory Council to advance the commonality of interests for better vocational-technical education programs in Idaho.

The State Board of Education acted on the Council's recommendation of last year that efforts be continued in providing training for guidance personnel as it relates to youth and the world of work. Workshops and in-service training programs have been conducted for guidance personnel. A week-long summer workshop was help for all vocational teachers and guidance personnel.

ILLINOIS

The Illinois State Advisory Council commends the development of a clear, concise State Plan, by the State Board on Vocational Education. However, the Council believes the State Plan continues to be viewed as a compliance document to receive Federal dollars for reimbursement activities rather than as a comprehensive plan to meet vocational education needs. Recognizing that accurate data is necessary in order to develop a comprehensive plan, the Council urges the speedy implementation of the Total Manpower Planning System for Illinois now being tested in selected counties. The Council also recommends coordination and cooperation among the various State and Federal agencies involved in vocational education during the planning process. The Council recognizes that the number of Federal and State agencies which have a role in administration of vocational-technical education in Illinois makes coordination in planning exceedingly difficult, and urges that the administrative authority for vocational and technical education remain in a single State agency. The Advisory Council supports the State Board on Vocational Education as that agency.

While Federal funds expended for vocational education in Illinois have substantially increased in the last five years, State funds have remained static. The Council approves the expansion of programs for the disadvantaged and the handicapped made possible by increased Federal funds, but questions if Federal funds have been used to supplant State monies, rather than to supplement them. Vocational availability has increased greatly in recent years in Illinois, but the Council firmly believes that "availability of programs at all levels must be increased." The Council recommends the study of State funding formulae to ascertain their catalytic effect in program growth. 22

The Council is encouraged by the acceptance of job placement responsibilities by postsecondary institutions, and the distribution of the handbook, Development of Counselor Support Materials (A Handbook) at the secondary level. The Council believes, however, that both secondary and postsecondary schools should develop a strong total program of guidance, counseling, placement, and follow-up, and acceptance of more responsibility for those who complete less than graduate programs.

The Council supports the development of career education programs in Illinois schools, but notes that the primary funding responsibility has fallen upon the State Board of Vocational Education. The Council believes that the State Board should not have to carry the funding burden for career education from scarce vocational funds, and urges the utilization of separate funds for career education.

Among the Council's recommendations for the current year are:

The State Board of Vocational Education seeks legislative approval of an increased State appropriation, based on a foundation level of support for projected vocational education needs.

The State Board of Vocational Education should work with the Office of the Superintendent of Public Instruction to form a policy requiring all students at the secondary level to have at least one Carnegie Unit of vocational or technical education as a requisite for graduation.

The State Board of Vocational Education should encourage the teacher training institutions to infuse the career education concept into all teacher and administrator preparation programs.

INDIANA

In addition to its regularly scheduled meetings, the State Advisory Council conducted hearings in six communities in order to provide the public with the opportunity to respond to Council recommendations and make suggestions and proposals on Vocational and Technical education.

This year's annual report also provides an overview of the state's secondary and postsecondary schools and programs. Some postsecondary programs of interest included:

Ball State University:

"The Department of Counseling Psychology and Guidance Services received a grant from the Indiana State Board of Vocational Technical Education for a program to improve communications relative to career education. In working with counselor education programs, the following objectives were stressed: attitude change and awareness, knowledge and skills, utilization and application, consultant preparation."

Indiana Vocational Technical College;

"Ivy Tech conducts training programs specifically tailored to meet the needs of individuals, business and industries , either by designing special programs for them or by cooperatively sponsoring the needed training activity."

"In the area of Manpower programs funded through the Department of Labor IVTC has sponsored a 14-county Neighborhood Youth Corps project, a 4-county Operation Mainstream project, and MDTA Skill Center at South Bend, and is presently operating programs under the Comprehensive Employment Training Act (CETA)."

Included among this year's Council recommendations were:

That the State Board of Vocational Technical Education (SBVTE) provide coordination with training programs and needs of business, industry, and labor among local educationa agencies, possecondary institutions and proprietary schools.

That the SBVTE carefully review policies and procedures of institutions requesting funds to insure that the regulations for affirmative action are being met.

That the SBVTE provide coordination in long-range planning for facilities and services among state agencies and programs serving vocational education.

That the SBVTE promote and cooperate with other agencies for placement services for students when completing vocational training programs.

IOWA

Since 1973, the State of Iowa Advisory Council on Career Education has elected to focus on only one component of vocational and career education in its reports for any given year. For 1974 the Council chose to investigate and prepare its report on cooperative and work-study programs in secondary schools. A cooperative program utilizes alternating periods of employment and schooling on a part-time or full-time basis. Work-study programs are designed to provide students in financial need with assistance. In contrast to the cooperative programs, the in-school instruction in work-study programs is not necessarily related to job assignments.

The 1975 State Plan for career education incorporated the findings of an information system called the Career Education Need Information System (CENIS). Data on the labor market needs thus provided help in planning new sites for cooperative programs, and appropriate expansion of existing ones. A geographic priority area for a site is identified where there is incidence of high youth employment and dropout rates. The State Plan specifies that fifty percent of Part G funds for cooperative programs are to be used in priority areas.

25

At present, unemployment rates reported in the CENIS survey are ascertained through unemployment compensation claims. The Council recommends that future estimates of unemployment be made from applicant information data in the local offices of the Iowa State Employment Security Commission, as a more reliable projection formula could be developed on this basis.

A study was conducted by the Council to identify potential growth of cooperative programs. Decisions as to the ability of an area to support such a program were based on the area's employment potential and the size of the area's school. Cooperative programs are feasible for large school systems, and joint sponsorship of cooperative programs could be assumed by smaller adjacent systems. On this basis, the study identifies specific school systems which should be encouraged to implement cooperative programs. Since the Department of Public Instruction has projected expansion of cooperative programs, the Council recommends that it use their study in determining locales for the programs.

In regard to the financing of secondary programs, the Council found that the procedure for reimbursing secondary schools is obsolete. At present, instructor salary and travel expenses are reimbursed at 80 percent the first year, and reduced by 20 percent increments until the "average reimbursement" (approximately 20 percent) is reached. The philosophy appears to be to provide start-up incentives. On the other hand, reimbursements to postsecondary institutions are based on total program costs, which reflects a support, rather than incentive, concept. Since

the institution several years ago of "controlled budgets" (a state-imposed limit on the number of dollars a local school may collect in state aid and from local property taxes), the incentive concept is out-of-date. The Council therefore recommends that reimbursement for secondary as well as postsecondary school cooperative programs be based on the support concept.

Council members made a number of field visits to the sites of cooperative programs and observed the following:

> Administrators show little knowledge or interest in employment opportunities or labor market needs. Few local schools utilize follow-up information on earlier graduates. The Council recommends that the State Board encourage, through technical assistance, planning at local levels, based on student and labor market needs.
>
> While general classroom instruction about such subjects as social security, job safety, unemployment compensation, etc., is excellent in many cases, too little emphasis is placed on theory for the actual skills being learned. The Council recommends that the Department of Consultants expand their assistance to the teacher-coordinators to improve the quality of specific instruction. 26
>
> Many school principals are unaware of the elements which are typical of a quality cooperative program. The Council recommends that the Department of Public Instruction inform the principals regarding these elements.
>
> Not all schools use a training agreement signed by the employer, student, school, and parent, in order to emphasize that the released time for the student from the school is for educational purposes. This practice should be universal.
>
> Only limited use is made of a training outline to identify the skills to be taught by the employer and the school. The Council recommends that teacher-coordinators be encouraged to develop such outlines cooperatively with the employers of each student, and that administrators hold the teacher-coordinators accountable for the development of these outlines.

In regard to the Work-Study program, although it is considered relatively successful, its continuation as a viable program is open

to question. Students can make more money by working for a private employer. This, however, does not provide improved services to the local community. The Council recommends that Congress consider amending the law which limits earnings through work-study programs so that they are in line with prevailing minimum wages.

KANSAS

In evaluating the goals and objectives of the Division of Vocational Education, the Council pointed out the working relationship with manpower development within the state. Examples of this close relationship include:

The manpower planning system, K-MUST (Kansas Manpower Utilization System for Training), includes the manpower input from other sources within the state.

The K-MUST Advisory Committee includes representation from Economic Development, Vocational Rehabilitation, the Division of Research and Information of the Kansas State Employment Security Division, and the Bureau of Apprenticeship.

A close relationship with industry is maintained through the Industrial Division of the State Chamber of Commerce. This group has an education committee which works with the Division of Vocational Education.

Included in the State Plan is a section entitled "Annual and Long Range Planning and Budgeting." The annual report contains the activities as set forth in this section of the State Plan with corresponding evaluations of the effectiveness of each activity by the Council. Among these activities and Council assessments are:

Activity: Increase services in schools by providing in-service activities for counselors designed to gain an understanding of the young workers' occupations. 28

Evaluation: Planning was started in the spring of 1974 to assist four districts to increase the placement services at the secondary level. Three of these four districts already have funded career education projects. Further in-service education and implementation of this activity will take place in FY 1975.

Activity: Develop specialized vocational programs for the handicapped.

Evaluation: Three specialized programs for handicapped students, involving work experience and coordination were implemented during FY 1974. One program at Leavenworth involved contracting with local businesses for training.

Included with this year's Council recommendations are responses to the Council by the State Board of Education. These responses incorporate the feasibility of implementing the proposed actions and also document what, if any, activity has been underway for the implementation of the proposed recommendations. Council recommendations include:

That the State Board of Education investigate alternate ways of granting college credit for in-service workshops conducted by the State Department of Education.

That the State Board of Education continue its support for a performance based teacher education program particularly in vocational education.

KENTUCKY

The Kentucky State Advisory Council specifically points out that the State Plan's goals, priorities and objectives are related to identified manpower needs, job opportunities, and the interests of groups to be served. The Council also noted that special attention had been given to the identification of persons with special needs, and that programs, services, and activities were designed to meet the needs of those who could not succeed in regular programs.

Of particular concern in this year's report, was the construction of vocational education facilities and the expansion of existing resources. There also exists a need for a comprehensive data system, presently under development, to provide the much needed data in areas such as manpower demand and supply, job opportunities, employer needs, student placement and follow-up information and other information vital to the planning effort.

This year's recommendations included:

That annual and five-year plans be improved and written in such a way as to give systematic and coordinated direction to Kentucky's vocational education programs in the future.

That an even greater effort be made this year in bringing the forces together to establish a comprehensive and relevant data base upon which to beuild a management information system.

29

That before vocational facilities are constructed in the future a closer examination of the utilization of present facilities be made and this information serve as the guide in determining the size, location, and program offerings in all proposed new facilities.

Programs serving the handicapped and disadvantaged showed significant growth and the effectiveness with which they are reaching the target population is reflected in the 61 percent increase of enrollment in special programs for FY 1974.

The enrollment in vocational education programs in Kentucky has shown a substantial increase from 1964 to 1974. The Council notes a particularly satisfying increase in enrollments of postsecondary programs and programs for the disadvantaged and handicapped. Tables reflecting statistical data for enrollments, expenditures, teachers, and administrative personnel for this ten-year period are provided in the annual report.

The Council addressed particular commendations to activities and accomplishments in the following areas for the past year:

Regional Advisory Committees

Curriculum Development

Accreditation

Teacher Exchange

Cooperation with Higher Education

LOUISIANA

The State Advisory Council points out that the State Plan should be a document for determining and administering a system of implementation which should be extended to all aspects of the vocational programs within the state. This approach should incorporate enrollment, completions, placements, costs, teacher-student ratios and counselor-student ratios. According to the Council, objectives are lacking in some of these areas and such objectives should be made a formal part of the State Plan. The Council particularly stresses that the State Plan be a detailed comprehensive document which not only satisfies federal guidelines, but also serves as a more effective planning and control document for the initiation, expansion and retraction of particular programs or activities. Council comments on the 1974 Plan include:

> The planning process should focus on comprehensive evaluation and projection of programs.
>
> Data available to the Department of Education to use in state plan preparation frequently are not current, are inadequate or are incomplete.
>
> Educational goals or objectives are not adequately quantified to permit measurement or progress in achieving goals.

The Council made the following observations in assessing the extent to which student needs and employment opportunities are addressed in the state's vocational education programs: 30

> --Distribution and marketing programs are lacking again in meeting projected needs.
>
> --Health programs, sorely needed, should be given more important consideration.
>
> --Office programs, along with agriculture are continuing to fill a greater share of the estimated job needs but less than half of the office program completers can be considered available as labor supply upon completion.
>
> --There needs to be a comprehensive analysis of the local job market to ascertain more concise demand data.

The Council reports that the disadvantaged and handicapped are served at all levels. Criteria for identifying disadvantaged students are available to aid local school officials and vocational school directors. While there is substantial leeway in identifying disadvantaged students, in most cases applicability of more than one criteria is necessary for a student to be classified as disadvantaged. The Council stresses, however, that these criteria make no mention of delinquents nor are the inmantes at the state prisons and juvenile institutions being classed as disadvantaged.

The 1974 State Plan indicates that a very small proportion of the students enrolled in vocational education are handicapped. On the secondary

level, the largest proportion of these students are enrolled in the trades and industry programs. Noting the exceptionally high figure of $1,288 in federal, state and local funds being spent for instructional materials and supplies per handicapped student served, the Council emphasizes the need for establishing some control over the use of vocational money for handicapped students either in the Bureau of Vocational Education or the Division of Special Education. Guidelines which have been recently drawn up may reduce some of these problems.

Included among the Council's recommendations for FY 1975 are:

That the State Department of Education develop a continuing system providing determination of facilities utilization.

That the state provide an adequate number of vocational guidance counselors at the elementary, secondary and postsecondary levels.

That the State Department of Education provide for placement services and follow-up for all vocational technical schools.

That state plans for vocational education be comprehensive, clear and concise and include all vocational-technical programs operating in the state, whether federally reimbursable or not and whether publicly or privately financed. A plan should be the basis for evaluation accountability and control. Adequate staff at the Bureau of Vocational Education level must be provided to carry out this function.

MARYLAND

While recognizing that existing Federal requirements regarding the format of the State Plan are conducive to the widespread complaint that it is a "compliance" document rather than a management tool, the Council feels that the Division of Vocational-Technical Education should develop a planning document which is a sound management tool, incorporating necessary requirements necessary to satisfy Federal law. Along these lines, the Council identifies those areas which reflect the shortcomings of the State Plan as a management tool. Included among these areas are:

Employment Opportunities and Vocational Education Programs:

Specific problems encountered in reviewing data involved in vocational planning, current and projected manpower demand and supply include:

-- large, unexplained annual variations in projected demand and current employment

-- variance between projected vocational education system output as reflected in Table I of the State Plan, and

-- a lack of information on the output of trained manpower from industry and union training programs and proprietary vocational needs.

32

Population and Vocational Program Needs and Availability of Vocational Programs:

The only evident analysis of population needs and availability of vocational education is a statement that some 32,000 secondary students in general education programs will receive priority for the development of vocational programs. There are no further statements of priority among the population levels to be served and no reasonable means of determining the relationship between population needs, program availability, and manpower demand and proposed activities in Table 3 of the State Plan.

In evaluating the State Plan as an inadequate guide for the development and implementation of vocational programs, services and activities for Maryland's citizens, the Council attributes deficiencies to: inadequacies in the data base, lack of coherence, the absence of a demonstrated rational relationship between data on needs and proposed projects, failure to establish clear priorities, and a significant lack of accomplishment against stated objectives. Based on this assessment, the Council recommends:

The State Board for Vocational Education should commit whatever resources are required to insure the development of a State Plan for Vocational-Technical Education which is an accurate portrayal of objectives and priorities.

Other Council recommendations for FY 1975 include:

The State Board of Vocational Education should give high priority to the development, implementation, and reporting of occupational programs at the adult level, and undertake efforts to increase the rate of enrollment growth in programs at the secondary level.

The State Board of Vocational Education should undertake a review of the formulae utilized to allocate Federal vocational funds to local education agencies to ensure that the allocations accurately reflect State Plan priorities.

33

MASSACHUSETTS

This year's annual report reflects a comprehensive overview of the status of vocational education within the state by focusing in detail on several broad areas.

The Council evaluated Alternative Delivery Systems in Occupational Education through a study of systems and programs in other states. This study resulted in significant findings, including the observation that program flexibility, related to substantial business/labor involvement in planning and low capital costs, correlated student interests, market demands (for jobs) and program offerings.

Evaluated as "Special Interest Areas" were issues concerning sex discrimination, urban occupational education, access to programs by minority groups, programs for the disadvantaged and handicapped, and the role of proprietary schools in the occupational delivery system. Based on its assessment of these areas, the Council recommended that:

> The Board of Education take affirmative action to provide female students with adequate access to occupational education across the state, by eliminating sex bias in occupational curricula and sex stereotyping.

> The Board of Education substantiates present facts and data about minority access to vocational education in Massachusetts by conducting a thorough assessment of the situation, including, but not limited to, analysis of enrollment data, geographical distribution of vocational schools and programs, and selection and recruitment procedures and practices.

Also included in this year's evaluation was a Council review of a selected number of exemplary, pilot and demonstration projects and programs throughout the state. From this review, the Council made the following recommendation:

> The Commissioner of Education gives a more critical review to new model and planning grants, using on-going evaluation of FY 75 programs as a basis of assessment, but giving priority to collaboration among schools and the community to deliver occupational education to students in response to their needs and interests; and
>
> That the Commissioner of Education ensure continued dissemination of information on exemplary and model programs to schools within Massachusetts, to encourage more extensive participation.

Through its survey of summer programs, the Council recommended the development of a separate program review section in the Division of

Occupational Education to establish summer programs as a part of an extended year programming cycle aimed at maximizing the use of vocational education resource facilities.

Council concern with the inadequacies of the State Plan resulted in the recommendations that:

The Board of Education continue to give priority attention to developing a comprehensive planning process.

The Commissioner of Education encourage the Division of Occupational Education to use the process of regional planning meetings to obtain meaningful inputs in the planning process.

MINNESOTA

The Minnesota Advisory Council's 1974 Evaluation Statement focuses on the broad problematic area of needs assessment. The Council has recommended and continues to urge the adoption of a needs assessment approach to planning in vocational education.

Included in the Evaluation Statement are the responses of the State Board to the Council's continued dissatisfaction with the lack of needs assessments incorporated in the State Plan. While the State Board agrees that information in the State Plan is inadequate for an accurate judgment in regard to goals and priorities, or to communicating the accomplishments of vocational-technical education services, the Board has offered the following rationale:

> "It is our aspiration to provide the U.S. Office of Education with sufficient information to obtain their approval of the State Plan. It is not our intent to make it a document of great length, as it is not a document for planning, but one that accurately and succinctly summarizes the goals and objectives for the current year as well as projected over the coming five years."

The Council asserts its dissatisfaction with this rationalization, based on a citation of PL 90-576, Section 123 (a) (4), which requires that the State Plan: 36

> ". . . describe the present projected vocational education needs of the State . . ." and ". . . set forth a program for vocational education objectives which affords satisfactory assurance to meeting the vocational education needs of the potential students in the State."

The Council acknowledges that violation of this aspect of the law is not unique to Minnesota, and attributes the lack of needs assessment in state plans across the country to a lack of enforcement on the part of the U.S. Office of Education.

The Council also accepts some of the fault in this area because it has submitted approval necessary for the acceptance of the State Plan each year despite its concern for a lack of needs assessment.

Recommendations submitted by the Council are presented over the two-year span, 1972 - 1974, reflecting the response of the State Board and inclusion into the following year's State Plan.

MISSISSIPPI

In its assessment of State goals and priorities, the Council analyzed and compared the circumstances as they existed in FY 1973, and concluded that vocational education presently relates most appropriately to other manpower developments in the state. Considered in this evaluation is the requirement of Cooperative Area Manpower Planning System (CAMPS) data as an integral part of the local plans for vocational education. The Council also observed that a greater emphasis is being placed on CAMPS as a result of improved communication and coordination between the division of vocational and technical education and the Governor's Office of Education and Training.

Manpower Development Training (MDT) as an integral part of vocational-technical education and adult training is evidenced by the actions of the 1973 state legislature which appropriated $2,000,000 to be utilized along with Federal monies in meeting the needs of the unemployed and underemployed. A struggle still exists, however, in operating sufficient programs with continuity due to problems of coordination between the division of vocational-technical education and CETA funds, which are controlled by other agencies.

Among the Council's recommendations for immediate consideration were: 37

> That counseling and vocational orientation be utilized as an inherent element in establishing criteria for screening, selecting, and enrolling students in vocational programs;
>
> That consideration be given to establishing a more formal liaison with business and industry in each community where comprehensive vocational offerings exist in order to obtain more positive feedback on employment availability, industrial trends, and follow-up on placement of students;
>
> That consideration be given to providing counseling services to adult evening students;
>
> That continuing efforts be maintained to articulate the vocational instruction between high school and junior college in those respective communities where both levels of instruction are offered;
>
> That consideration be given to taking an in-depth look at the dropout rate in all programs where the percentage rate is high and attempt to identify the reason or reasons why.

MISSOURI

Labor market evaluations and projections were the subject of several observations this year by the State Advisory Council. Representing over half the growth in industry projections for Missouri were medical and health-related industries. In 1973, electric and electronic equipment industries created the largest number of new jobs. Of the major occupational categories, the largest projected number of job openings in 1980 will be for clerical workers.

The Council expressed concern over the lack of priorities established in the State Plan for the new fiscal year. It was suggested that a written planning document establishing goals and objectives should be completed prior to the next report. In evaluating the comprehensiveness of the State Plan, the Council noted that the number one inferred priority is at the secondary level.

The need for consideration of other programs, such as those which are going on under CETA and the old MDTA, when approval is made of new and expanding programs, was pointed out. The Council felt that insufficient attention was being paid to the existing resources in proprietary schools' facilities and programs. Legislation regulating the expansion and development of programs based on evaluation of existing resources was recommended and promoted by the Council in the past. 38

Concern with the priorities set for the Missouri Occupational Training Information System (MOTIS) was addressed in this year's report. Because no supervisor is directly in charge of MOTIS, demands upon the system are not adequately met. Difficulties in administering the system cause the resultant data to appear invalid, unreliable, and available at a point in time which makes it difficult to use for evaluation and planning.

The Council emphasized the following recommendations which were made in preceding years, but which have not been totally accomplished and continue to be incorporated in the work program for the coming year:

The State Board of Education and the Coordinating Board for Higher Education support mandatory licensure of proprietary schools.

No additional area vocational schools be designated until MOTIS becomes functional and the proposed state-wide study of vocational education is completed.

A new formula for the reimbursement of vocational programs, services, and activities be developed so that the non-uniform factors become more visible.

The State Department of Elementary and Secondary Education develop a data collection system to tabulate the number of programs, the number of teachers, and the student enrollment in the career education programs in the State.

The certification of all counselors in Missouri be based upon certain specified competencies rather than upon courses.

39

MONTANA

In its assessment of the state's goals and priorities, the Council found that the needs of many students were not being met due to a lack of programs available in some schools. An additional concern was that the timing in the printing and dissemination of the State Plan does not allow its distribution at the local level in sufficient time for incorporation into local planning.

The Council evaluated the availability of data for planning purposes as one of the most critical deficiencies in the State where efficient planning and management of the education resource is concerned. While progress is indicated in the preliminary results of the partl operational state student enrollment and follow-up system, projected manpower available from vocational education and all other sources is in need of further development for adequate educational planning purposes.

Job placement on the post-secondary level is satisfactory, according to former students from these schools. At the secondary level, however, job placement is conducted primarily by vocational education teachers in their contacts with local employers, and, to some degree, through the cooperative programs involving the students in on-the-job experiences before leaving school. Most of the placement activities at the secondary level remain centered around placement of students in post-secondary educational institutions.

Among the recommendations included in this year's annual report are:

That the Board continue to develop a system accurately accounting for vocational education enrollments, allocation of funds, and student follow-up. This information is necessary for planning and evaluation purposes;

That extensive review be made of the present procedure for funding vocational education in Montata;

That the local schools address themselves to the placement of students in cooperation with those agencies available, especially the Montana Employment Service.

That the Board of Public Education consider the comments and suggestions of the report, "Guidance and Counseling, A Call for Change?" from the January, 1974 Public Meeting on Vocational Education.

NEBRASKA

The State Advisory Council Annual Report focuses to a great degree on the need for establishing guidelines for the implementation of career education as the umbrella concept for educational systems in the state. Having designated career education as State Priority Number 1, the Council has called for coordination of guidance and counseling, preparation of teachers, and supervisory activities. It was also recommended that career education should receive incentive funding from State and Federal levels to encourage implementation at the local level. Additionally, the Council emphasizes the need for broadening the scope of teacher education agencies in the state in order to provide career education concepts and compentencies for all prospective teachers.

Noting the increase in enrollment, the Council urges that existing facilities in immediate areas be utilized most efficiently by vocational education planners.

This year's report also stresses the need for articulation within the levels of vocational education in order to avoid duplication of programs. Emphasizing the new perspective given to vocational education programming and planning by the CETA legislation, the Council makes the following recommendation:

> The State Board for Vocational Education and the Division of Vocational Education should move rapidly to assess the kinds of systematic vocational instruction required to meet the needs and specifications of the Comprehensive Employment and Training Act of 1973. There should be a maximum of communication between the State Board for Vocational Education and the three prime sponsors in Nebraska in order to articulate training programs to educational needs of people in CETA programs.

While enrollment gains have been significant in serving both the handicapped and the disadvantaged, the Council notes that many schools are still without programs for these groups. The Council suggests that local schools need state-level leadership and assistance in identifying and meeting the needs of these students.

The need for involvement of the local citizenry through Local Vocational Education Advisory Committees is established by the Council. In order to encourage the effectiveness of these committees, the Council recommends that the State Board of Vocational Education:

> Develop a procedural handbook which could be used by local schools and teacher education agencies for managing and directing local vocational advisory committees;

Offer assistance in establishing and directing local advisory committee activity through visits by consultants from the Division of Vocational Education.

42

NEVADA

The Nevada Council for Manpower Training and Career Education had adopted in FY 1973 a systematic evaluation model for application, modification, and reapplication to its evaluations of the State's vocational education programs. This year's annual report reflects the first year of application of this model from which the Council attempted to derive certain baseline data. Incorporating this data, the following four objectives guided this year's evaluation:

> Determine the presence of desirable program features in the programs encountered.
>
> Estimate the influence of the State Department of Education, felt on the programs encountered.
>
> Check what effective action was taken on FY 1973 Council recommendations.
>
> Delineate areas for future study and action on the part of the Council as by-products of efforts to determine the first three.

According to the comprehensive study, the two weakest areas in the state's vocational education were provisions for the handicapped and follow-up services. While present programs were evaluated as poorly geared to accommodate the handicapped, the study reflected a great amount of honesty on the part of the schools in identifying problems and inadequacies in this area. In regard to the deficiencies in developing a follow-up system, the greatest hindrance was a lack of time. The report ascertains that a comprehensive follow-up system is necessary for future vocational planning, yet schools cannot assume the costs for administering such a system.

The study evaluated on a scale ranging from "Not at All" to "Very Effective" the following areas:

+ Facilities
+ Equipment
+ Objectives
+ Program
+ Staff Development
+ Guidance
+ Provisions for the Disadvantaged
+ Provisions for the Handicapped
+ Student Placement
+ Follow-up
+ Exploratory Program
+ Awareness Program
+ Cooperative Education
+ Coordination with Other Educational Agencies
+ Over-all Financing Effort
+ Program Evaluation

The following are recommendations which grew out of the 1974 Council evaluation:

The State Department of Education (SDOE) should produce a plan of

action for remedying recognized deficiencies in provisions for the vocational education of the handicapped.

In cooperation with the Advisory Council, the SDOE should actively encourage the creation and functioning of local advisory councils to help make vocational education more relevant and more effective.

The SDOE should expand its assistance to the local school districts to increase their effectiveness in establishing and maintaining programs for counseling, guiding, and following up on vocational education students.

NEW HAMPSHIRE

The Council has evaluated the goals and priorities of the State Plan as basically valid in terms of students' needs and employment opportunities. The Plan does not, however, relate to manpower programs.

Data on manpower needs, job opportunities, and employer needs is available through the Department of Employment Security. Data is also gathered from other sources, such as the Allied Health Planning Council, as well as from surveys conducted on the secondary level, both by the State Department and local education agencies.

Good coordination of training opportunities is identified at the postsecondary level. There is a need for further coordination between secondary and postsecondary. Articulation between the secondary and postsecondary systems also needs improvement.

The Council notes that most institutions offer no formal placement services, although a real effort is made at these institutions to arrange employment interviews with local and state employers. Placement Reports from Postsecondary institutions indicate a high percentage of graduates were placed or obtained jobs in their fields of study or in related fields.

45

In its Overview, the Council acknowledges that the following are among the areas in vocational education in the state which warrant critical review:

* flexibility in programming
* costs per student
* graduate follow-ups
* attrition rates
* public relations
* course offerings in relation to employer needs
* placement
* efficient use of facilities

The Council decided that, since many of its past recommendations have not been achieved, it requests renewed consideration of previous recommendations. The Council also offers the following recommendation this year:

That all vocational education in New Hampshire needs to be under a State Director of Vocational Education.

NEW JERSEY

The State Advisory Council 1974 Annual Report focuses on an investigation of the needs in four critical areas of vocational education. Recommendations are made in terms of long-range goals and short-range proposed actions.

In assessing the area of "Follow-up -- the Need for Program Relevance," the Council supports a long-range coordination of efforts to develop an effective follow-up system to be applied in a uniform way in order to result in data useful to program management, design, implementation, and effectiveness. Included in the Council's recommendations for short-range actions are:

> Follow-up should be systematized and regularly scheduled on the school's calendar as an annual activity. Surveys of former students and employers should be administered simultaneously.
>
> The follow-up system survey instrument should deal primarily with questions directed at the program of instruction, and what needs to be known. Otherwise the ultimate purpose of the follow-up study, to influence curriculum selection and course design, cannot be accomplished.

46

The concern with guidance and counseling, "Facing the Identity Crisis," projects the need for the development of counselor training and career education systems so that counseling and career development programs are available to every elementary pupil in the State, and continue to remain available to students throughout life. Recommendations for implementing such a program include:

> Group guidance activities should be incorporated as an integral part of the schools' curriculum in all schools.
>
> The Federal Government, state and municipal governments should provide funds for research and development of guidance and counseling programs and services.
>
> The Vocational Division of the Department of Education should explore via a pilot program, ways of using persons with appropriate real-life experiences as vocational and occupational guidance personnel.

County Career Education Coordinating Councils were established in every county in New Jersey in order to coordinate an approach to the development of vocational education. The State Advisory Council has determined that, in order for these County Councils to establish a

firm role in the coordination of career education at the county level, membership should be expanded to include representation of non-educational local interest groups, such as government officials, economic development organizations, manpower planning groups, business and industry. In addition, financial and personnel assistance should be provided to these councils to enable them to develop the research capability necessary to accomplish the major goal of developing a comprehensive county plan.

The impact of Career Education on teacher education is addressed as the fourth critical area in the 1974 report. A council study discovered that within state teacher education institutions are nonexistent or fragmented and divergent directions within graduate and undergraduate teacher education programs as the program relates to Career Education. The Council also conducted a survey designed to gather data ascertaining current supply of vocational technical teachers, status of current teacher education programs, and determining future needs and relevance of teacher education programs to assure an adequate supply of vocational-technical teachers. Data from the survey revealed:

> There exists no systematic data collection reporting system to provide the necessary information for adequate planning of vocational teacher education programs. Data for determining teacher needs in specific subject areas was difficult to develop because there appeared to be no set pattern in arriving at vocational teacher needs within local school districts.

NEW MEXICO

The New Mexico State Advisory Council directs criticism at the need for stress in serving vocational education students and their needs. This direction must be the guiding force behind educational priorities, rather than allowing students to be characterized as by-products of the educational process. Recommendations have been developed to ensure that, as vocational education developes in New Mexico, students' needs will be better served. Among the categories under which these recommendations fall are:

Finance, Need for a Coordinated Effort:

Little or no coordination presently exists among those agencies involved in financing, administering, and delivering vocational education in the state. This has impeded maximum utilization of existing resources. To improve this situation, the Council recommends:

That steps be initiated to coordinate the vocational education efforts of the Office of Manpower Administration, Office of Public School Finance, and the State Division of Vocational Education;

48

That, to achieve such a coordinated effort, a single liaison officer, under the Office of the Governor or appropriate legislative committee, be appointed to carry out the details of coordinating vocational training for the State.

Vocational Education, Need for Articulation:

Little or no articulation exists between the levels of instruction in vocational education. Duplication of effort frequently exists between secondary and postsecondary training. The Council has established the important need for a comprehensive State curriculum structure to delineate the requirements of a vocational program at a given level of instruction. The Council offers the following recommendations to ensure that articulation is carried out at all levels of instruction:

That a state curriculum structure be developed in order to minimize duplication among the various levels of instruction, and afford students a graduated advancement in technical training from one level to the next; and

That a person, along with adequate supportive staff, be designated to initiate and articulate curriculum and provide technical support to the local educational agencies in order to implement it.

The Disadvantaged/Handicapped and Their Needs:

The Council commends the provision in the 1968 Amendments for set-aside funds for these special groups. The Council emphasizes, however, the need to provide for some measure of accountability by the school to ensure that set-asides are used in accordance with the intent of Congress. It is from its commitment to a responsibility to provide training to students with special needs that the Council makes the following recommendations:

That an effort be made to compile suitable data on the number of disadvantaged and handicapped that are being served through vocational education programs.

That, in concert with the mandate of the Federal law under which funds for vocational education are made available to New Mexico, the State endeavor to establish some account of funds being utilized specifically to encourage the disadvantaged and handicapped to obtain suitable vocational training.

NEW YORK

The New York State Advisory Council continues to assess the occupational education program in the state as progressive and reflective of the needs of the people. The Council particularly commends the State Plan, and gives it overwhelming support and appreciation for the quality of the document. The Plan was developed with input from the Council's State Plan Committee. As a result, the committee recommended, and the Council accepted, priorities established for career education, urban education, adult education, and improvement in the quality of instruction. Efforts to improve instructional quality will focus on strengthening curriculum development, personnel development, guidance, and evaluation. Emphasis will be placed on serving special needs groups, such as the handicapped, within each of the priority areas.

In certifying the 1974 State Plan, however, the Council pointed out several areas of concern, which included:

> That there is a lack of disadvantaged enrollees in the technical programs conducted by two-year public colleges outside of New York City;
>
> That the activity designed to strengthen the total occupational guidance and counseling and decision-making process at two-year public colleges makes it possible for a college or colleges to obtain follow-up information on persons who leave occupational education programs before completion;
>
> That the comprehensive study concerning competencies needed to teach occupational education subjects will provide useful data about competency-based certification.

During the year, the Council contracted with the Center for Vocational and Technical Education of the Ohio State University to complete a study of the vocational educational resources and needs for the educable mentally retarded in New York State. The study focused on three sample areas within the state, and included the following conclusion:

> Although the survey found little in the way of successful programs for the educable retarded, three settings were identified as laudable. These were characterized as having realistic training programs in real work settings, active job placement programs, and hard-working, concerned staffs.
>
> The most important basic educational components needed for these handicapped youngsters were skills in daily living and in communication.

Too often teachers were not prepared for teaching these handicapped children. Because curriculum material is not readily available, occupational educational teaching materials are most frequently prepared by teachers themselves.

There is evidence of considerable friction between special educators and occupational educators at the state and local levels.

The Council conducted a Local Advisory Council Conference which attracted 197 participants from all areas of occupational education. Commissioners, State Education Department specialists, local occupational education directors, advisory committee chairmen, and members, school board and other organization representatives, and administrators listened, assessed, discussed, and recommended. As a result of workshop sessions which generated individual input and person-to-person exchange of ideas, practical recommendations and suggestions materialized. Included among these were:

Articulation: Set a formal communication system between parties in the articulation situation, utilize a spokesman for each component, hold joint seminars, and use student help when evaluating.

Industry-Education Relations: Use local council to contact persons who can advance industry-education relations, encourage both school and business leaders to meet career and training needs of local residents, involve student occupational education clubs.

Communications/Image: Use occupational education counselors in lower grades, offer exploratory programs in the junior high, give parents a chance to provide input to local advisory council, publicize success of students, use news media for image building, ask State to produce film documentaries.

Included in the Council's recommendations for this year are:

Direct greater attention to, and develop appropriate occupational education services for, the handicapped.

Encourage the Occupational Education Annual Report to display, separately, data regarding occupational education for urban areas.

Develop a reporting system which accurately reflects the current status of adult occupational education needs.

Establish a communications link between local councils and with State Council.

NORTH CAROLINA

The North Carolina State Advisory Council applauds the State Vocational Board's goals and objectives as outlined in the State Plan, and believes the Plan will move vocational education in North Carolina in the right direction. The Council believes, however, that the planning process could be improved. While recognizing the extraordinary effort to collect and analyze manpower data and to use it in projecting enrollment needs in vocational programs, the Council is concerned about the validity and reliability of the data. Moreover, there appears to be an insufficient utilization of labor market data, due to the lack of a policy outlining how data from each source will be used. The Council is also concerned that data dealing with student needs and aspirations have been given less emphasis.

The Council is encouraged by the increasing coordination of vocational programs among various agencies. However, the Council believes that further coordination in the planning process is necessary and recommends that the State Board develop a planning process which will demand the active involvement of all agencies which are involved in vocational education, including CETA, the State Employment Service, Vocational Rehabilitation Agency, and private institutions, where they exist.

52

The Council is especially concerned that programs for the disadvantaged and handicapped be sufficient to meet the need, and recommends the establishment of a task force to critically examine programs available to these groups.

While job placement is accepted as an institutional responsibility at the postsecondary level, the Council believes that secondary schools should make greater effort in this area. The Council believes that improved articulation of secondary and postsecondary vocational programs and increased public understanding of the training capabilities of vocation programs are important to the development of improved secondary school job placement programs.

The Council also urges that State support for pre-service and in-service education of vocational teachers be carefully examined.

Among the Council's recommendations for the current year are:

> That the State Board of Education require local boards of education to hold public hearings on local and multi-year plans before submitting them to the State Board;
>
> That the State Board of Education develop an appropriate mechanism for assuring that exemplary projects grow out

of research findings;

That efforts be continued to provide staff development for guidance personnel;

That the State Department of Public Instruction increase its efforts in maximizing availability and accessibility of programs to individual students.

NORTH DAKOTA

In evaluating the validity of goals and priorities of the State Plan in terms of student needs and employment opportunities, the Council has pointed out that employment opportunities within the State are not sufficient to meet the needs of all students completing their specialized vocational education. The Council notes that employment opportunities on a nationwide basis is an important planning factor, and has been incorporated into the 1974 State Plan.

Sources for data are not presently adequate in North Dakota. The Council emphasizes the need for all agencies, institutions, and other organizations involved in gathering data related to the identification of State manpower needs to coordinate their activities and develop a single delivery system that will result in a valid system of reporting statewide job opportunities on a continuous basis.

The Council notes that progress has been made in coordination and articulation between secondary and postsecondary programs. Workshops and conferences have been conducted to allow open communication between secondary and postsecondary teachers. At some postsecondary schools, committees are organized to plan and develop methods for achieving articulation between secondary and postsecondary programs.

While job placement of secondary school graduates varies from school to school, placement activities are primarily conducted by many instructors in each of the program areas in cooperation with the State Employment Security Bureau. Postsecondary placement services are more sophisticated and primary concern is given to the placement of program garduates.

Included in Council recommendations for 1975 are:

That the State Board for Vocational Education continue its efforts in working with the State Employment Security Bureau to secure more valid data for planning and implementation of vocational education programs to meet North Dakota's needs;

That the State Board of Vocational Education continue to promote the open-entry - open-exit concept for postsecondary and adult training programs to better meet and serve those who need training and retraining for job opportunities.

That the State Board of Vocational Education encourage local school administrators and vocational teachers to work closely with business, industry, and advisory committees in upgrading program course content.

OHIO

The title of this year's annual report, "Hire Education," accurately reflects the Council's focus on the critical relationship between vocational education and employment

The objectives adopted for FY 1974 are reported in terms of progress made in enrollments and project statistics by enrollment for FY 1979. Included in these ojbectives are:

OBJECTIVE	% of all students in 1979	ENROLLMENTS FY 74	FY 79
Career Motivation (K-6)	65	88,559	728,758
Career Orientation (7-8)	65	32,069	213,749
Career Exploration (9-10)	65	25,911	238,631
Occupational Work Adjustment for Dropout-Prone Youth Below 16 years	15.7	6,640	10,640
Preparatory Job Training Program for all High School Youth 16 years and above	46.8	114,411	178,861

55

In its evaluation of the implementation of last year's recommendations, the Council noted that policies were established which would permit vocational education centers to employ a job development and job placement specialist in place of one of the approved vocational guidance counselors. Such a specialist would have a background in personnel work in industry, business, or labor, rather than guidance. There has not been any interest evinced for the employment of such a person, and vocational centers hesitate to invest in job development and job placement programs.

Included in the Council's recommendations for this year are:

The State Board of Education should continue its efforts to assure availability of a full range of vocational program opportunities for each interested eleventh and twelfth-grade student and adult in the State of Ohio, regardless of his/her residence.

The State Board of Education should designate more funds for career development planning and implementation, and consider career development an integral part of the total curriculum for elementary and secondary schools, funded from the General Foundation Program.

The State Board of Education should encourage the expansion of teacher education programs to include relevant information and skill development relating to career education.

OKLAHOMA

The Annual Report of the Oklahoma State Advisory Council included a "Special Report: Career Education and Industrial Arts," which addresses the need for increase in the numbers served by Industrial Arts programs throughout the State. The Special Report points out that:

> No special industrial arts courses presently are provided for the handicapped, so far as it is known, although some 4,050 students with some form of handicap are said to have been in regular industrial arts programs. No special training for teaching the handicapped is provided in industrial arts instructor certification. Some trainees for special education teaching do take some elective courses in industrial arts.

A special section of the Annual Report entitled, "Training the Handicapped," reviewed the programs available to the estimated 400,000 persons handicapped due to mental, visual, hearing, or obvious physical problems. Vocational funding to an amount of $40,000 per year was provided diagnostic centers for equipment to serve clients beginning at 14 years of age. Additionally, the State Department of Vocational-Technical Education has attempted to get enough youths of either the disadvantaged or trainable handicapped into more work/study programs, especially in Oklahoma City and Tulsa, where there seems to be the largest need.

A district survey of the Caddo-Kiowa Area School was made in an attempt to obtain more information on the percentage and type of handicapped in a sample population. The survey reviews the cahracteristics of the target populations identified as handicapped. The ratio of handicapped to population surveyed was:

+ 14 to 55 age group - 7.2 percent
+ 56 to 99 age group - 14 percent
+ 1 to 13 age group - 3.5 percent

In 1972 the Oklahoma State Legislature decreed that all college level and high school dropouts should be reported to the State Department of Vocational and Technical Education. A section of the Annual Report reviews the dropout problem and estimates that the rate of dropouts from the secondary system, statewide, approximates 20 percent of the total enrollment; the postsecondary system approximates 40 percent.

A follow-up survey of graduates of vocational-technical classes was conducted by sending questionnaires to a sample of graduates and teachers. In addition to asking students follow-up information, the questionnaire also asked evaluation questions about curriculum, facilities, instruction,

and school services. Results indicated that most graduates rated the quality of skill training received as very good to excellent. Eighty-seven percent said they would take the same vocational programs again.

An overview of postsecondary statistics, graduates employed, and inmate training is provided in the Annual Report.

This year's Council Recommendations include:

Teacher trainees in industrial arts and vocational education should have at least one course in special education, to work better with handicapped children of whom some 4,167 are being served presently.

Terminology in vocational objectives language, such as "all secondary vocational and technical graduates should possess an employable skill" is too narrow. It should be broadened to encompass "and receive mandatory assistance in job placement at the end of grade twelve" if they enter the world of work at this point.

OREGON

The Oregon State Advisory Council chose for its 1974 Annual Report to evaluate selected samples of career and vocational education in-service programs in Oregon. The primary intent of the evaluation was to provide assistance, through the development of evaluation products and a set of procedures, which would support further review by the Advisory Council. It was also anticipated that a spin-off in terms of information about pre-service training programs might result.

While time and funding did not permit on-site inspection, a questionnaire was developed and mailed to all participants. The Advisory Council emphasizes that the study reviewed only a small portion of in-service programs, and that no generalization about the total career and vocational education thrusts within the State are intended.

The study revealed that no uniform format is employed in documenting all activities funded in the projects reviewed, but the Council recognizes that this lack of uniform documentation does not indicate poor projects. The Council recommends that a format be developed by the State Department of Education and reviewed by the Advisory Council, which would make it clear what documentation is required.

The study also revealed that the cadre approach to training produced an enthusiastic group of individuals who continue to dispense information on career education. The cadre approach also appears to have done a very effective job in promoting the concept of career education. The Council recommends that the use of the cadre training be continued, and that further follow-ups of the cadre and others they may have trained be conducted in order to document the longevity of the effect of the training.

PENNSYLVANIA

The Pennsylvania State Advisory Council conducted a series of statewide, regional hearings to answer the question, "Is vocational education fulfilling the needs of the citizens of Pennsylvania?" Testimony was presented by representatives of business, industry and labor, and by civic groups as well as parents, teachers, students, administrators, representatives of minority groups, and other interested individuals. Conclusions resulting from the testimony presented included:

A lack of communication and coordination between the State and the local levels sometimes results in the lack of information about available funds and how to obtain them.

Disadvantaged, handicapped, and special education students are often placed in special situations or programs instead of entering vocational-technical schools. Although in theory this provides the students with special attention for their specific needs, it often creates an artificial atmosphere which eliminates the competitive atmosphere of the normal work situation.

Although in some areas a degree of coordination with local organizations has been attained, with benefits for all involved, problems still exist between labor unions and vocational-technical schools.

Currently each institution attempts to formulate programs and services on the basis of its own interpretation of labor market and population needs.

The need for more vocational teacher and counselor education programs throughout the State, especially in the more rural areas, is severe, and programs must be increased if vocational education is to meet the citizens' needs in the future.

There is a need for a better system of communications throughout the State to ensure that Pennsylvania's vocational education institutions and agencies are kept abreast of the changing trends and innovations in the field.

During the fiscal year under review, the State Plan's goal toward increasing secondary program growth to serve the needs of greater numbers of students for the labor market area was accomplished through an increase of 96 gainful occupational training programs to serve an additional 18,314 secondary students. In-services on career education and home economics programs for the handicapped, plus workshops for teachers of special emphasis and continuing education programs were among the number of programs initiated to meet the needs of disadvantaged and handicapped students.

Advocacy statements based on this year's Goals formulated in the State Plan included:

> Postsecondary pre-apprenticeship training, related apprenticeship training, training for vocational education instructors, and pre-employment training should be provided if possible. This should be done under contract with the proprietary schools, where possible.
>
> Each geographical area should be analyzed to determine the vocational education programs best suited to meet the needs of the area, especially where there is currently no vocational education instruction.
>
> In an effort to better serve the handicapped and disadvantaged in vocational education, handicapped and disadvantaged people should be used as resource consultants for planning.
>
> In order to build in the flexibility needed in vocational education, collect and utilize outside vocational education resources, thus providing administrators and school managers with the resources which they need to serve students better.

61

In order to evaluate some of the problems identified in the field of Counseling, the State Advisory Council enlisted the advice and opinions of counselors, representatives from various professional counselor organizations, and other professional groups, in order to examine curricula of colleges offering master's degrees in counseling. The report of that study and its resultant conclusions are included as a section of the Pennsylvania annual report.

A review of cosmetology training in Pennsylvania was conducted by the Advisory Council. Its purpose was to assess any differences between public and private school training, and to reveal any inefficiencies in the licensing process. Data was compiled on the attitudes of three groups involved in cosmetology training: (1) Public and private school faculty; (2) Recent cosmetology graduates; and (3) Beauty shop owners. Conclusions and recommendations based on analysis of data compiled from questionnaires are presented as a section of the annual report.

PUERTO RICO

The Puerto Rico Commonwealth Advisory Council on Vocational Education is encouraged by the new directions and approaches in vocational-technical education in the Commonwealth and recognizes the value of the 1974 study completed by the Commonwealth Board of Vocational Technical Education as a tool for further improvement. The Council is also pleased that many of its own recommendations are being implemented or considered by the Commonwealth Board.

The Council supports the goals and objectives of the 1973-74 Commonwealth Plan. It believes, however, that the planning process can be improved. Currently, the Commonwealth Plan is completed in the central office by an over-burdened staff that has insufficient time to develop a truly comprehensive plan. Local participation in the planning process should be increased and the Council supports the recent legislation and administrative changes which will encourage decision-making at the local level. To facilitate evaluation and measurement of the Commonwealth Plan, the Council recommends that objectives be written in performance terms wherever possible.

Recognizing the importance of reliable manpower/employment information in planning for vocational education, the Council recommends the continued development of a computerized Management Information System. The Council believes the system should include information on job placement, new occupations appearing in Puerto Rico, changing employment requirements and in-Commonwealth out-Commonwealth migration. Currently, no such information is available. The Council also recommends that emphasis should be placed on a local and area basis for information gathering.

The Council supports the group coordinated efforts that are well underway between the Right to Employment Administration and members of the V.T.E. staff. It notes, however, that little formal coordination occurred during the past year between various agencies and departments regarding manpower training opportunities. The Council recommends that coordination with the Department of Commerce and the Economic Development Administration be maintained on a formal basis. The Council believes it is imperative that coordination under CETA programs be developed to insure that the vocational schools are properly utilized.

The Council is pleased that Puerto Rico has made great strides in increasing the enrollment in programs for the disadvantaged and the handicapped, and in increasing the amount of local monies expended for vocational education. The Council believes, however, that allocation of funds should be done on the basis of priorities and not on a pro-rata basis. The Council supports plans being made by the current Director of Administration to allocate funds on this basis. The Council also suggests that vocational education undergo economic analysis which requires the the identification of costs and benefits, both monetary and non-monetary.

Among the Council's recommendations for the current year are:

Restudy the procedures for developing goals and objectives for the Commonwealth Plan for Vocational Education.

Coordinate the vocational and technical services provided by all pertinent government agencies.

Establish programs for teachers upgrading, including on-the-job training at plants, assigning credits for work experience, and reviewing training programs of institutions of higher education.

Accelerate the job analysis process to enlarge the number of curricula offered to reflect current technological changes in occupations.

RHODE ISLAND

The Rhode Island State Advisory Council chose to limit its 1974 Annual Report to an evaluation of state leadership as it relates to four major aspects of vocational education which are: the planning process, the collection and utilization of data, the coordination of training opportunities and the support and promotion of career education.

While encouraged by the commitment to vocational education of the new Commissioner of Education, and recognizing the competency of many of the staff of the State Department of Education, the State Advisory Council believes that the major problem facing vocational education in Rhode Island is the lack of coordination and cohesive leadership at the state level. Career and vocational education functions, duties and responsibilities continue to be widely distributed among several units and individuals in the State Department of Education. There is no single unit devoted exclusively to vocational education, nor is there any full-time staff person in a supervisory position responsible for coordination of vocational education. As a result, the Council believes that the planning, evaluation and improvement of vocational education suffers. The Council recommends that the State Department of Education establish a Division or Bureau of Career and Vocational Education to be responsible for planning, coordination with manpower training programs, the administration and monitoring of grants, technical assistance to and evaluation of all career and vocational education programs at all levels.

The lack of central coordination and leadership is reflected in the coordination between manpower programs and vocational education programs, and in the articulation with area vocational schools and post-secondary vocational education programs. At both the state and local levels, the coordination that exists is informal and infrequent. The Council believes that, for articulation of programs, a well-coordinated curriculum planning and development effort, lead by the State Department, is necessary. Such an effort should seek to balance the needs and interests of the state and local education agencies, and need not place the State Department in a dominant role. At the state level, the Council supports the discussion between the state's vocational training schools and the manpower planning programs to establish formal coordination and planning.

The Council fully supports the Management Information System which is currently operative throughout the state. However, the lack of compliance by certain school districts which are required to supply information, and the limited utilization of the system by the State Department of Education, are barriers to the efficacy of the system. The Council believes that a pre-requisite to a fully functioning MIS is the reestablishment of effective Departmental management of career and vocational education duties. The Council also believes that it is essential to integrate the MIS with other manpower and economic development data systems in the state. Currently, no such integration exists. This isolation hampers effective coordination between vocational training programs. The Council recommends that the Governor's State Manpower Planning Office create an information system task force with the purpose of

integrating the data collection and dissemination of the various concerned state agencies.

The Council believes that the lack of coordination between the State Plan, U.S. Office of Education forms and the State Annual Descriptive Plan makes it difficult to evaluate and determine accountability in the meeting of vocational education's needs in the state. Recognizing that the State Plan is currently seen as a compliance document rather than a planning document, the Council recommends that the State Department of Education locate all planning for career and vocational education in a central bureau or division responsible for vocational education.

The Council was pleased with the gains in career education made in Rhode Island during 1974. The elimination of the single staff position concerned full-time with vocational and career education at the State Department, however, has undermined whatever progress has been made. The Council supports the incorporation of the concept of career education into the educational approach of every school in every school system in the state. This is impossible without visible and effective state leadership. The Council recommends that the Division or Bureau of Career and Vocational and Career Education restore at least one full-time staff postion concerned with providing information and assistance to local school systems.

AMERICAN SAMOA

The Advisory Council of American Samoa believes that the vocational goals and priorities stated in the 1974 State Plan were, in general, valid and appropriate, in terms of students' needs, but did not necessarily reflect employment opportunities and needs in American Samoa. The Council recognizes that this is due to the lack of adequate data on the labor supply and demand in American Samoa, and not due to negligence on behalf of the State vocational officials. The Council believes that the State Board Staff makes a reasonable effort to collect and analyze existing data concerning manpower needs. The Council believes, however, that the development of an accurate data collection system is essential if State planning is to reflect both student and employment needs.

Although the Council is pleased by the close cooperation between the Tafuna Skill Center and the Community College of American Samoa, it believes that coordination among all the agencies providing vocational training opportunities in Samoa is necessary to develop comprehensive vocational training programs, and to avoid duplication. The Council is pleased by the growing spirit of willingness to cooperate shown by these agencies. It believes that the establishment of CETA will do much to foster this cooperation.

66

The Council believes that the vocational guidance and counseling services of American Samoa are in critical need of improvement, especially in the high schools. There is a critical shortage of appropriately trained personnel.

The Council recommends a campaign designed to upgrade the vocational knowledge and guidance competencies of counselors, and a certification procedure for counselors which would assure they are prepared in vocational education and counseling. The Council also urges the development of job placement and student follow-up programs at all vocational training institutions in American Samoa.

While noting the establishment of goals and objectives for the disadvantaged and the handicapped at the secondary and postsecondary levels, the Council is concerned that similar goals and objectives were not set for the elementary level. The Council believes that goals should be set for all levels, to assure adequate programming for the disadvantaged and the handicapped.

The Council recognizes that a major problem in adequate programing is the lack of funds, and recommends that a funding formula be established which would maximize the efficacy of vocational education programs.

Among the Council's recommendations for the year are:

The appointment of a full-time State Director of Vocational Education;

The State Board should establish a funding formula for the distribution of local and Federal funds to local schools for the operation of vocational educational programs.

The State Board should initiate action to significantly increase the involvement of schools in the placement process, to include either the addition of staff with the responsibility for placement, or the assignment of placement responsibility to teachers and counselors.

SOUTH CAROLINA

In this year's Annual Report, the State Advisory Council notes that the over-all increase in facilities and enrollments in vocational and technical education is the most noteworthy progress made in vocational and technical education during the 1974 year. Other successful projects noted by the Council were the development of a self-paced graphics curriculum and the development of sequential instructional materials in heating, air conditioning, and refrigeration. The latter projects benefited from Appalachian Regional Commission Funds.

The amount of Federal funds utilized for regular vocational education programs has increased during the last three years, and the amount of state funds has also increased. State funds have increased more dramatically than have the local funds. State funds now match Federal funds at a ratio of approximately three to one. It was noted that the funds for disadvantaged and handicapped include only Federal funds, and that no state funds are so designated.

Special concerns and priorities of the Council included the need for a closely-meshed, articulated program for advanced placement and transfer of students from the vocational programs to similar technical education programs. Activities conducted during the year to accomplish this type of total articulation included: 68

One full-time professional person has been assigned to work in the area of articulation and coordination with Vocational Education and Technical Education.

A survey was conducted which found that the admissions offices of all the Technical Education Centers are willing to grant advanced placement for students.

The Council has established the great need for increased utilization of the resources that are at hand. Progress is being made through the development of evening extension programs in various communities, pre-employment training for new industry, and other contractual arrangements allowing for increased use of existing resources and facilities.

The need for more career guidance is also pointed out. The State Board for Technical and Comprehensive Education, and the State Department of Education jointly worked to develop a guidance-oriented career program for students in grades 11 through 14. The primary objective of the joint career planning program was to aid students in the selection of a career and to identify the appropriate education required. Through an appropriation by the General Assembly of $147,000, over 36,000 high school juniors were offered, and completed, the career planning profile in 1973. The second cycle in 1974 involved 45,000 students, and was

supported by an appropriation of $177,000. Evaluation of their total program will be completed during 1974-75.

Included among this year's Council recommendations are:

> That the necessary facilities to meet the State Board of Education goal for vocational education continue to be developed and maintained as a high priority in the budget request;
>
> That the use of local advisory committees and the effective use of such committees be specifically encouraged, and recommend the State Board initiate specific, observable action which will reflect this emphasis;
>
> That the Office of Vocational Education urgently initiate a system to obtain data on the number and percent of students in each class who have completed a vocational program to a satisfactory level. These data are not now readily available.

SOUTH DAKOTA

The State Advisory Council's Annual Report consists of two volumes. Volume I presents an overview of the Council's findings and recommendations. Volume II presents a detailed analysis of the data discussed in Volume I. Explanations of methodology and research techniques employed in this year's evaluation are also discussed in Volume II.

The Council points out that during FY 1974, programs administered by the Board of Vocational Education met less than fourteen percent of the labor market needs for skilled personnel. It is projected, however, that programs administered by the Board of Vocational Education will meet twenty-two percent of the projected needs in FY 1975. The increase is primarily attributable to a thirty-three percent decrease in labor market demand.

As part of the Council's efforts to obtain maximum input from as many people as possible regarding needs, objectives, and priorities, fourteen public meetings were conducted throughout the state during September. The objective of the meetings was to provide a forum in the local community for citizens to express their concerns about education. Comments raised during these meetings were relayed either to the Division of Vocational Education (where they were within their authority to act upon them) or to local administrators. Issues and concerns raised during these meetings included:

70

That the State should spend more for training programs that would keep people in the State, rather than for ones which would train people for jobs in other states;

That the State should be training more vocational teachers;

The need for on-going programs on the Reservation as opposed to the Department of Labor's temporary training programs;

The need for better career counseling for girls was requested. It was felt that currently girls are being directed only to areas traditionally open to women, and areas where the pay is inadequate.

That agricultural programs are not being adequately promoted.

The need for expansion of vocational programs in the areas of forestry, veterinarian assistants, retailing, and health;

The need for more "in-the-field" training for vocational graduates to keep their skills up-to-date;

The need to continue structuring programs around industries' needs as opposed to traditional curricula.

Recommendations resulted from these open meetings as well as surveys and questionnaires designed to ascertain public attitudes and concerns, and the responses of employers to vocationally trained employees. Among these recommendations were included that the Board of Vocational Education take the following actions:

Adopt a policy and make the necsssary regulations to require all postsecondary vocational programs to have an annual craft-committee review of the curriculum taught thereby.

Direct the Division to explore the means to satisfactorily remedy vocational education students' deficiencies in basic computational and communicative skills prior to their graduation.

Request sufficient monies from the South Dakota Legislature for the Fiscal Year 1977 budget to increase their staff and activities enough for the Division of Vocational Education to promote and initiate programs which will at least double the output of trained graduates by FY 1979.

TENNESSEE

The Tennessee State Advisory Council is concerned that the State planning process for vocational education will produce a State Plan which is both informative and useful to State and local vocational educators, and not a mere compliance document. The Council urges that the State Plan be an organic instrument which assesses the needs of both students and employers, and provides a basis for evaluation and feedback. While the Council recognizes that absolute accuracy of data is an impossible goal, it believes more effort in data collection is necessary. More information on cost analysis and benefit analysis of various programs must be provided, so that priorities may be intelligently set and funds efficiently and effectively allocated. Identification and projection of disadvantaged and handicapped students must be more accurate. The needs of students must be balanced with the employment opportunities of local communities.

The Council urges that the State Plan should be infused with a structure and priority emphasis which provide incentives to influence local programming decisions. The present State Plan tends to follow local actions, rather than to influence them. The Council is greatly encouraged by the recent State-level efforts to coordinate planning of postsecondary vocational education programs. At the secondary level, however, the Council believes inadequate attempts at coordination have been made. Specifically, the Council believes it is essential that the output of other manpower training agencies, such as CETA, apprenticeship programs, and the military be considered in the development of the State Plan. The Advisory Council hopes to complete a study shortly on available technical training programs and the demand for such programs in the State. Hopefully, this study will facilitate the coordination of programs, thus reducing the duplication. 72

Though the Council agrees that great strides have been made during the past year toward the goal of assuring the State a unified guidance program to serve all the students, and that the compentency-based certification program for counselors holds great promise, the Council believes that much work is still to be done. Specifically, a better job placement and student follow-up program is needed. The Council supports the Comprehensive Vocational Education Act recently passed by the Tennessee Legislature, which provides for expansion of guidance personnel and guidance programs. The Council specifically recommends that one of the additional guidance counselors under this act be given the major responsibility for development of an effective placement and follow-up program.

Included in the Council's recommendations for 1974 are:

Make the annual preparation of the State Plan a catalyst for total planning;

Improve the coordination of postsecondary vocational-technical education through the establishment of local coordinating committees;

Improve the evaluation of vocational education programs by initiating an annual statewide self-evaluation study.

TEXAS

This year's Council evaluations and recommendations are based on the completion of 16 major studies, as well as the data accumulated from several other partially completed studies and projects. These studies have enabled the Council to draw upon a wide range of comprehensive information in assessing the status of vocational education within the State. Included among these studies are:

Summary of 1974 Community Conferences:

Sixteen Community Conferences involving almost 3,000 citizens were conducted by the Council for purposes of informing citiaens of studies, proposals, and opportunities in vocational education, as well as to establish citizen input regarding citizen and community needs. Commonalities between communities and mutual considerations and concerns included:

+ creating more effective ways of providing relevant educational programs, experiences, and services to meet the diverse needs and interests of all citizens;

+ establishing more effective communication links between the school, home, and community. 74

The needs of special groups were also addressed as a result of these community conferences. Some concerns expressed which related to the needs of the handicapped, disadvantaged, and women included:

> Programs designed for the disadvantaged should embrace realistic goals as they relate to educational experiences and employment. If they can't come to the program, then the program should go to them.
>
> There was almost universal concern expressed that jobs and preparation for jobs not be "sex-stereotyped."

An Analysis of Student Follow-up Data for Administrative Decision-Making:

This study was based on a sampling of 778 students who completed high school between May, 1968 and May, 1973. The study was an attempt to establish a viable follow-up process for evaluating the products of public schools as a basis for modifying or redirecting educational programs to better serve the needs of students and the economy. Major findings from this study include:

Former students who had taken vocational courses were better satisfied with their jobs, and felt that the school did a good job in preparing them for their jobs.

Vocational students felt that the instructors had been more effective in preparing them for job experiences.

Vocational students felt that the quality for personal services was more effective when compared to non-vocational students.

Major recommendations resulting from this study include:

More attention be directed at the vocational counseling of high school students.

Counselors consider working closely with faculty in disseminating information about career and occupations.

An Employer's Look at Education: A Study

This study was conducted as a follow-up to the Texas Education Project (TEPS) Study which was completed in 1973 to assimilate the responses from 5,063 students who left Texas public high schools as graduates during the 1963-64 and 1968-69 school year. The TEPS sought the views of former students regarding the education experiences they received. This study attempts to determine the views employers hold regarding the education, skills, and attitudes they desire for different types of entry-level jobs, and how they feel about the quality of young people they are getting from the public schools.

A pilot run of the study was published by the Council in May, 1974. Some interesting and significant findings of the pilot study included:

The greatest "deficiency" in young people coming out of high school ". . . is their lack of knowledge of the economics of day-to-day business operations." This lack of knowledge is reflected in a young person's attitude toward job loyalty, efficiency, and profit.

The vast majority of employers believe that students should be taught ". . . how to apply knowledge gained in a classroom or laboratory to real life situation."

Other studies conducted by the Council for this year's evaluations included:

* State and Federal Laws Regulating Employment of Minors
* Review and Evaluation of the Supply/Demand Information System
* Evaluation of Coordinated Vocational Academic Education (CVAE)
* State Apprenticeship and Training Advisory Committee Activities
* Occupational Education in Texas: An Ethnic Comparison
* Articulation Between Secondary and Postsecondary Occupational Education Programs
* Redirection of Vocational Agriculture and Vocational Homemaking Programs

Council recommendations resulting from an assessment of information gathered from these studies included:

The employment of guidance and instructional personnel that share the cultural distinctions of ethnic minorities of the community;

That vocational offerings be made available, based upon the needs of the individual student, and not based upon the age and/or grade level of the student;

That action be taken to complete the development of a student follow-up system for local planning and management needs, as well as the needs of State planners and managers; that the development of the system be a coordinated effort, involving interested and involved groups from throughout the State. 76

The Annual Report also includes a complete, charted summary of the Advisory Council Recommendations from 1970 to 1974, with the responses by the State Board of Education and Staff.

UTAH

The Utah State Advisory Council praises the great growth in vocational education programs in Utah, and the State's continued commitment to excellent programming. The monies for vocational education at the State level have increased nearly fivefold in the last five years. The Council is pleased to note that the State provision which required State money earmarked for vocational education to be used to "help finance added instructional costs of vocational programs" has assured that State monies have supplemented, not supplanted, local monies in vocational education. The Council is concerned that this provision has been deleted from the 1974 Utah Vocational Education Act, but recognizes that the impact of its deletion cannot yet be judged.

The Council is also concerned that, at the postsecondary level, the Federal monies available for vocational education have not been properly utilized. The Federal funds are considered "dedicated credit" and thus often replace local monies, rather than increasing them. The Council recommends that Federal monies not be available until after the budgets of these institutions have been determined. The Council also notes that secondary schools provide two dollars for every one dollar of supplemental money earmarked for vocational education. To make better use of Federal monies, the Council recommends that Federal funds be distributed on an 85 - 15 or 75 - 25 percent basis, with the larger percent going to secondary schools, and the smaller percent to postsecondary schools, rather than on the current 50 - 50 basis.

77

The Council believes that postsecondary institutions in Utah must develop more flexibility and better relate their course offerings with employment opportunities. While a one-to-one relationship is not expected, more effort in this area is needed. The recent development of local planning documents using current manpower needs as a basis for program approval, and the 1202 Commission Master Planning Committee recommendations address this problem, and the Council is hopeful it will be resolved.

The Council enthusiastically supports the Skill Centers located in Ogden and Salt Lake. The open-entry-open-exit concept practiced at these schools allows students who have dropped out of regular school programs to learn a vocational skill. The Council notes that the Skill Centers have been particularly successful in working with the disadvantaged. The placement rate at the Skill Centers is 80 percent. The problem of a revolving fund from which to pay operating expenses remains. The Council recommends that Federal monies be used to provide for interim financing of vocational programs at the Centers.

The 1973 State Plan did not give strong emphasis to helping students become successfully placed in jobs. There was no expansion of placement

personnel at the secondary level during that school year. The Council is pleased that the 1974-1975 State Plan has a goal ". . . to provide vocational counseling and placement service to secondary students" and ". . . to expand the number of placement personnel and continue counseling in all secondary schools." The Council also applauds the use of State funds to support exemplary programs in job placement in a few selected school districts during FY 1975.

The Council is also pleased to note that increasing numbers of school districts are taking steps to assure that high school students obtain a marketable skill by the time they leave high school, and encourages continued emphasis upon career development at the secondary level.

VERMONT

The Vermont Advisory Council for Vocational-Technical Education chose for its 1974 Annual Report to review previous recommendations relating to guidance and counseling programs in the State of Vermont. An intensive, eighteen-month study resulted in the following conclusions:

> Although the Advisory Council applauds the State Deparmtne of Education for recognizing the need for area vocational guidance coordinators, and for financially supporting these positions throughout the State, the Council found that there remains a need for a clear, concise policy relative to and descriptive of K-12 guidance services. Some activities, such as the Vermont Guidelines for Guidance Services, have provided progresss in this area, but the Council believes that no clear advancement has taken place, despite similar Council recommendations in 1970 and 1971.
>
> The Council recommends that job placement and student follow-up programs be an integral part of school guidance programs. The State Department of Education support of a pilot job placement program and requirements that local districts file a follow-up report of vocational education programs are commended by the Advisory Council. However, the Advisory Council urges that the development of job placement and student follow-up programs be placed on a higher priority throughout the State.
>
> The Council encourages the coordination between Area Vocational Centers and Sending Schools, both as a means for comprehensive State planning of vocational programs, and for improving informal vocational guidance performed by Sending School teachers. Specifically, the Council recommends that all secondary schools be required to submit a vocational education plan and annual report, which would be analagous to those of Area Vocational Centers, and the development of in-service courses for non-vocational teachers, to acquaint them with the programs and services of Area Vocational Centers.
>
> The Council supports the development of career education programs in Vermont schools, but notes that in FY 1974 almost all funding (98 percent) for such programs came from vocational education monies. The Council does not believe that career education should be developed at the expense of vocational education, and urges increased support from all levels and subject areas of State education programs.

The study of previous recommendations revealed to the State Advisory Council that its recommendations have resulted in little action by the Vermont State Department of Education. Further, the method of reporting actions by the Department does not enable evaluation to determine if improved services resulted.

Therefore, the Council suggests that Council recommendations be responded to by the State Board of Education, with explicit policy direction to the Department of Education, and that the Department of Education should indicate positive action in the State Plan, with results reported on in the State annual report.

VIRGINIA

In evaluating the State Plan, the State Advisory Council acknowledges the validity of mission and commends the ongoing goals. The Council suggests, however, that goal statements in the following areas of vocational education would strengthen the State Plan:

* Public Information
* Establishment of Local Advisory Councils and Committees
* Procedures for Planning Programs of Vocational Education

The Council assesses the goals as a reasonable reflection of student needs, yet a gap between State goals and the implementation of the goals in the classroom is attributed to the large number of students, especially in secondary schools, who would benefit from vocational courses but are not enrolled in them.

The Council feels that the Division of Vocational Education collects and analyzes all available data concerning manpower needs, job opportunities, and employer needs in the State. There are good working relationships between the Division of Vocational Educatoin, the Virginia Employment Commission, the Division of State Planning and Community Affairs, the Division of Industrial Development, and other State agencies involved with manpower and training. The Council identifies only one data related problem -- taking data, gathered from these diverse sources, and molding this data into an over-all picture of the State's manpower needs, job opportunities, and employer needs. A frequent lack of data compatibility often creates problems. 81

A special plan for the coordination of training opportunities, which became effective July 1, 1974, calls for the establishment of a State Coordinating Committee, to which local Coordinating Committees will report. This coordinating system will be involved in implementing coordination of Adult Basic, General, and Continuing Technical and Vocational Education without unnecessary duplication of courses and programs.

Assurance of job placement for graduates for secondary schools is a problem, since these schools do not have an organized placement service director assigned, or budgets allocated. Community colleges, however, do have well-organized placement services, and consider placement to be one of their major responsibilities. The Council urges all secondary schools and community colleges to provide strong placement services for its students.

Council recommendations are made with suggestions for implementation activities. Included among these recommendations are: